


GUILFORD COLLEGE
LIBRARY



DATE DUE

GAYLORD			PRINTED IN U.S.A.



Digitized by the Internet Archive
in 2011 with funding from
University of North Carolina at Chapel Hill

last copy

Bulletin of GUILFORD COLLEGE

Catalogue 1952-1953

Announcement
for

1953 - 1954

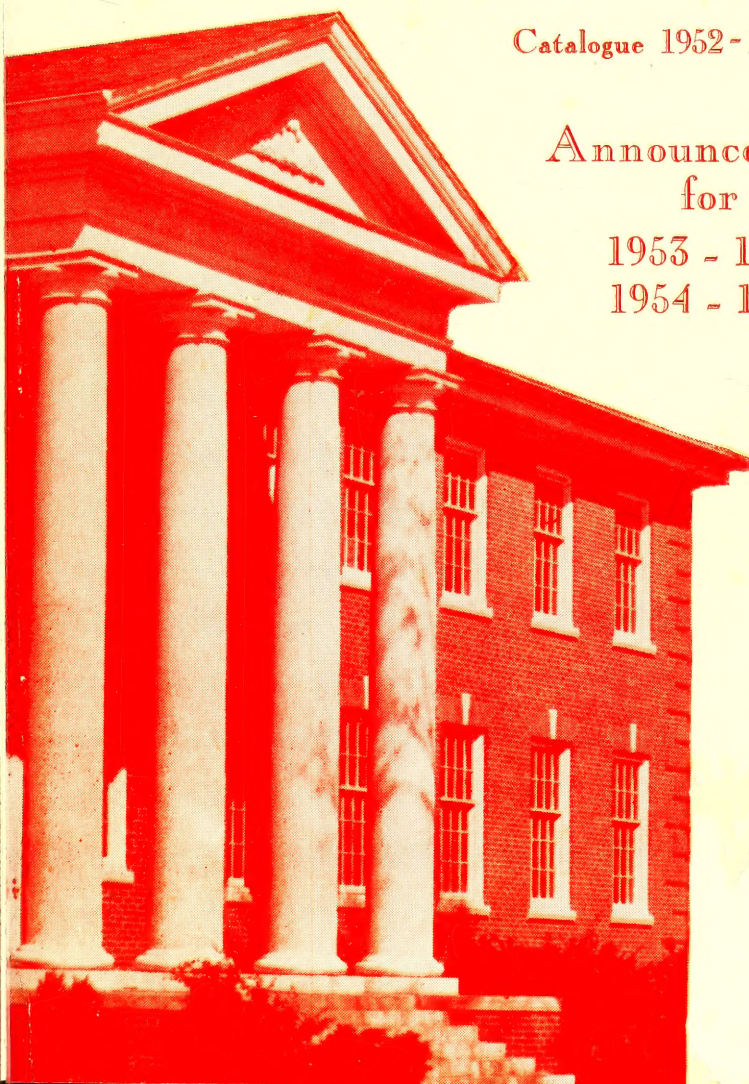
1954 - 1955

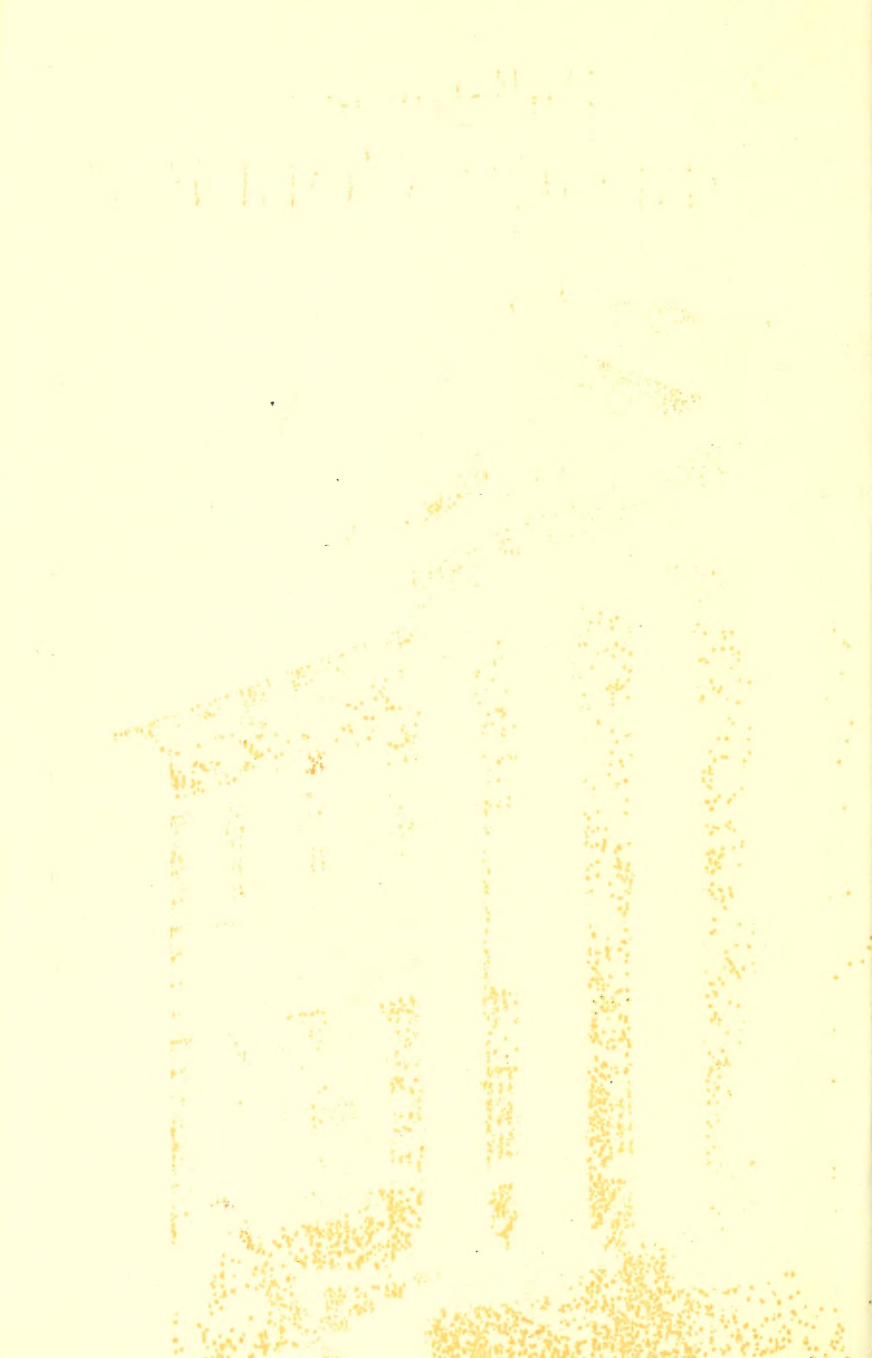
V
O
L
U
M
E

XLVI

N
U
M
B
E
R

3





GUILFORD COLLEGE BULLETIN

Catalogue Number

March 1953



Quaker
289.677
G9Hc

Announcements

1953-1954

1954-1955

Published Monthly by

GUILFORD COLLEGE

GUILFORD COLLEGE, N. C.

69116, v. 46-53, c. 2 ✓

Entered at Guilford College, N. C., as second-class matter
under the Act of Congress, August 24, 1912

RECOGNITION AND ACCREDITING



The standing of a college in the educational world is important to its students, alumni, and friends. Guilford College is fully accredited by the Southern Association of Colleges and Secondary Schools and the National Commission on Accrediting. It is a member of the Association of American Colleges and is on the approved list of American Medical Association and of the North Carolina State Department of Education.

TABLE OF CONTENTS

Calendar	6
Guilford College and Its Campus	8
Educational Program	14
Courses of Study	21
The Social Environment	79
Academic Regulations	88
The Library	92
The Summer School	94
The Evening College	95
Admission	96
Fees	98
Personnel	106
Index	109

CALENDAR

SUMMER SCHOOL SESSION, 1953

Registration for 1953 Summer School, Wednesday, June 3.
Meeting of Board of Trustees, Friday, July 17.
Close of Summer School, Wednesday, August 5.

FIRST SEMESTER, 1953-1954

Enrollment of Freshman Class, Monday, September 14, 1953.
Enrollment of Upperclassmen, Thursday, September 17, 1953.
All Classes Begin, Friday, September 18, 1953.
Homecoming, October 10.
Meeting of Board of Trustees, Friday, October 16.
First Quarter Ends, Saturday, November 7.
Founders Day, November 16.
Thanksgiving Holiday, Thursday, November 26.
Christmas Holidays, 4:40 P.M., Friday, December 18, until 8:30 A.M.,
Tuesday, January 5, 1954.
Meeting of Board of Trustees, Friday, January 22.
Semester Examinations, January 15-23.
First Semester Ends, Saturday, January 23.

SECOND SEMESTER, 1953-1954

Second Semester Begins, Saturday, January 23, 1954.
Registration, Monday, January 25.
All Classes Begin, Tuesday, January 26.
Third Quarter Ends, Saturday, March 13.
Spring Holidays, 1:00 P.M., Saturday, March 20, until 8:30 A.M.,
Tuesday, March 30.
Meeting of Board of Trustees, Friday, April 16.
Final Examinations, May 21-28.
Alumni Day, Saturday, May 29.
Baccalaureate Exercises, Sunday, May 30.
Graduation Exercises, Monday, May 31.

CALENDAR

SUMMER SCHOOL SESSION, 1954

Registration for 1953 Summer School, Wednesday, June 2.

Meeting of Board of Trustees, Friday, July 16.

Close of Summer School, Wednesday, August 4.

FIRST SEMESTER, 1954-1955

Enrollment of Freshman Class, Monday, September 13, 1954.

Enrollment of Upperclassmen, Thursday, September 16.

All Classes Begin, Friday, September 17.

Meeting of Board of Trustees, Friday, October 15.

First Quarter Ends, Saturday, November 6.

Founders Day, November 12.

Thanksgiving Holiday, Thursday, November 25.

Christmas Holidays, 1:00 P.M., Saturday, December 18, until 8:30 A.M., Tuesday, January 4, 1955.

Meeting of Board of Trustees, Friday, January 21.

Semester Examinations, January 14-22.

First Semester Ends, Saturday, January 22.

SECOND SEMESTER, 1954-1955

Second Semester Begins, Saturday, January 22, 1955.

Registration, Monday, January 24.

All Classes Begin, Tuesday, January 25.

Third Quarter Ends, Saturday, March 12.

Spring Holidays, 1:00 P.M., Saturday, March 19, until 8:30 A.M., Tuesday, March 29.

Meeting of Board of Trustees, Friday, April 15.

Final Examinations, May 20-27.

Alumni Day, Saturday, May 28.

Baccalaureate Exercises, Sunday, May 29.

Graduation Exercises, Monday, May 30.

GUILFORD COLLEGE AND ITS CAMPUS

In August, 1837, wagons and heavy carriages brought the first students of New Garden Boarding School to their first classes. Chartered January 13, 1834, opened in 1837, the institution was, in January, 1889, given authority to grant degrees, and the name was changed to Guilford College.

In the State of North Carolina, out of approximately fifty universities and colleges, slightly over a third have attained membership in the Southern Association of Colleges and Secondary Schools. Guilford College is one of these. It is also approved by the National Commission on Accrediting. It is classified as an A Class college also by the North Carolina Department of Education in coöperation with the North Carolina College Conference, is on the list of colleges approved by the American Medical Association, and its work is, therefore, accepted at its face value in the certification of teachers and in the admission of students to the professional schools and universities of the nation.

From the time of its establishment Guilford College has attempted to provide a broad, liberal culture in homelike surroundings and under strong religious influence. More recently the attempt has been made to interweave the religious teaching with the whole curriculum in such a way as to help the student not only to build ideals of action and relate himself to the whole social organization, but also, through the knowledge of the literary, scientific and social achievements of the race, to see life as a whole. Although Guilford College is not a professional school, it provides a solid foundation for professional training and offers work in education sufficient to meet the state require-

ments for the certification of teachers in the public schools, provides thorough pre-medical, pre-law, pre-dental courses, and a course looking to specialization in home economics.

With the enrollment of the college limited to five hundred, including slightly over three hundred campus students—a number considered small enough for complete mutual acquaintance—and with a faculty of forty, it is believed that the finest types of coöperative, sympathetic student work can be done. In a group of this size the individual is important, counts for something, is essential to the well-being of the community, and finds far greater opportunity for participation in student activities than he would in a larger group.

During 1952 the Trustees of the Greensboro Evening College requested that Guilford College assume the operation of its program, and offered to transfer to Guilford College all its assets and property. The Evening College, which was founded in 1948 under the leadership of the Greensboro Chamber of Commerce, to provide additional educational facilities for adults in Greensboro and the vicinity, has successfully offered high school and college level courses, vocational guidance, and technical and cultural training.

The Guilford College Trustees, after a thorough study, accepted the offer early in 1953. Guilford College is consequently now able to perform a more extensive educational service for the community in which it is situated through the various programs of the Greensboro Evening College Division of Guilford College.

RELIGIOUS INFLUENCE

Guilford College, while under the influence of the Society of Friends, is in practice nonsectarian. Among its students are young people of many denomina-

tions. Students and faculty share in religious instruction and worship. Members of the Student Christian Association coöperate with members of the faculty in planning religious meetings and activities. Students and faculty coöperate with the New Garden Meeting of Friends on the campus, although students are free to attend the churches of their choice.

SOME ACHIEVEMENTS OF GUILFORD COLLEGE

1. Guilford College has developed a progressive curriculum which has attracted much favorable comment, has passed through a long experimental period, and has demonstrated its value.

2. Guilford has always educated women as well as men; in fact, it is the oldest co-educational institution in the South.

3. The coöperative housekeeping plan, made permanent in Mary Hobbs Hall, has demonstrated for more than forty years the validity of coöperative techniques not only as methods of reducing expenditures, but also as valuable agents of social unification.

4. Guilford bears a significant relation to educational progress in the state. The school was founded with teacher training as an aim, and a great number of educational leaders have gone forth from this institution to public and private schools, colleges, and universities.

5. Guilford College represents more than 115 years of continuous service, for New Garden Boarding School was one of the few schools which did not close during the period of Civil War and Reconstruction.

6. Established and maintained by the Society of Friends, the school early in its career admitted students not belonging to that denomination.

7. Guilford was a pioneer in intercollegiate athletics, realizing the value of intercollegiate relationships and the value of an athletic program.

8. Yet, above all, Guilford's greatest achievements may be read in the lives of her former students and graduates, and in the quality of their service as civic and rural leaders.

LOCATION

Guilford College is on the Friendly Road in Guilford County, North Carolina, four miles west of the city limits of Greensboro. The entrance to the college grounds is a mile north of the Guilford College station on the branch of the Southern Railway between Greensboro and Winston-Salem.

The college is thus in the center of the rolling Piedmont region which lies between the sand plains of the coastal region on the east and the Blue Ridge and Great Smoky Mountains on the west. The climate is mild and provides perhaps as much as two months more of warm, delightful weather in spring and autumn than one could have in the latitude of Philadelphia or New York.

Historically, this vicinity has interesting associations. A few hundred yards from the campus on the Friendly Road is the Dolley Madison Well, marking the birthplace of a charming mistress of the White House. In the other direction is the birthplace of "Uncle Joe" Cannon, and three miles to the north is the famous battleground of Guilford Court House, now a national park. Near the campus, granite stones mark the site of the old Yearly Meeting House used as a hospital at the time of the battle.

BUILDINGS AND GROUNDS

The college property consists of two hundred and ninety acres of campus, field, and woodland. The campus and athletic field occupy thirty acres.

The rolling campus with its heritage of oak and hickory provides an unusually beautiful setting for a college. About the campus in a large quadrangle are grouped the ten principal buildings, all of which are of brick.

Founders Hall, the oldest building of the group, erected in 1837, now a dormitory for girls, houses also the college dining room, the office of the Dean of Women, reception rooms, and the home economics laboratory and classrooms.

Archdale Hall, erected in 1886, and named in honor of the Quaker Governor, John Archdale, has been completely renovated and will now accommodate forty-six men.

The Music Building was built in 1891, for the Young Men's Christian Association, and is now used by the Music Department.

Memorial Hall, erected in 1897, by former students of New Garden Boarding School, Benjamin N. and James B. Duke, in memory of their sister, Mary Elizabeth Lyon, contains the administrative offices and auditorium.

Mary Hobbs Hall, erected in 1907, for girls who wish to reduce expenses by coöperative housekeeping, affords accommodations for seventy girls.

The Library was erected in 1909 with the aid of a donation by Andrew Carnegie. In 1950 the stacks were more than doubled, the offices and work rooms were enlarged, and a periodical room, a music and arts room, seminar rooms and study rooms were added.

King Hall, including the modern front wing constructed in 1949, contains eight classrooms, commodious laboratories for physics, biology, chemistry, psychology, and natural science, and one for commercial subjects, as well as a large lecture and projection room.

Cox Hall, a dormitory for young men, contains 52 large rooms.

The Gymnasium, erected in 1940, is a modern Georgian colonial brick building, which provides adequately for the social, recreational, and athletic activities of the college.

The Student Affairs Building, rebuilt in 1936, from the old college power house, contains a large social room and kitchenette facilities for serving small groups. It is a center for conferences, discussions, and social group meetings.

The Hobbs Athletic Field is a carefully graded tract of three acres, adapted to football, soccer, baseball, track, and field work. It is surrounded by a quarter-mile running track with a hundred-yard straight-away.

Athletic Fields. In addition to Hobbs Field, there are two sand-clay tennis courts, four all-weather concrete tennis courts, and special fields for hockey, softball, volleyball, and other sports.

The Meeting House which now accommodates the sessions of North Carolina Yearly Meeting of Friends and supplies the college community a place for worship was erected in 1912. It serves as a real center for the spiritual life of the college. The first New Garden Meeting House was built in 1751.

EDUCATIONAL PROGRAM

I. Tool Courses

Tool courses are a continuation of training in essential tool subjects. English (written and spoken), at least one foreign language, fundamentals of mathematics, the most approved techniques of the natural sciences, and a survey of those areas where these techniques especially apply. This is to facilitate success in college and insure the continuance of study later for vocational and avocational interests. This is equivalent to approximately one-fourth of the college course in terms of credit hours, but it will also be tested in terms of quality achievement.

II. Essential Cultural Resources

In addition to a professional or technical training and an equipment of educational tools, a liberal arts graduate should be intelligently conversant with the culture of his civilization in order to enter more fully into and to contribute more significantly to his social responsibilities and especially to stimulate and develop enriching avocational interests. Against the warp of historical perspective and understanding, each student begins the study of the individual growing into a personality which must adjust to the many complexities of modern life—the home, family, community, state, nation, and world. To develop more fully the intellectual design on the warp of history, man's greatest contributions in literature, the arts, religion, and philosophy must be understood and appreciated. This, in course terminology, would make up one-fourth of the college requirement, which will be tested for permanent and quality acquisition as well as in course units.

III. Major Concentration In a Selected Field of Personal Interest

This is equivalent to approximately one-half of the four-year college course, involving a carefully planned sequence of courses in the major field and related subjects chosen by

the student in conference with his adviser, the professor of the major field. This gives the student necessary vocational training or preparation for further training at a professional school.

IV. Physical Education and Recreational Program

The emphasis will be upon knowledge of and care of a healthy physical body and the development of normal recreational habits. Objectives will include recreational activities for every student and the establishment of skills in games and sports which will develop interests for after-college years. In order to make this program a real part of the educational pattern, each student is expected to have a recreation period three times a week during his four years. Additional voluntary participation on intercollegiate teams, in intramural games and in friendly competition will be encouraged.

V. The Creation and Maintenance of a Social Environment

It is of paramount importance to incorporate the entire social life of the College into the educational program. During the four years on the campus, each student should establish wholesome and creative habits of living coöperatively. There will be a constant effort to build an environment distinguished by its qualities of friendliness, thoroughness and sincerity, reflections of the religious spirit in which the institution is nurtured.

I. TOOL COURSES

The curriculum of Guilford College has been planned to equip each student with educational tools—English, a foreign language, mathematics, and techniques of the natural sciences.

NATURAL SCIENCE

Natural Science 11—The Physical World.

Three lectures and two hours laboratory each week. Credit: three hours first semester.

This course forms the first part of the natural science course offered in the freshman year. The position of the Earth in relation to other

heavenly bodies and the structure and composition of the Earth are studied by the aid of physics and chemistry. The course, therefore, introduces the student to the physical sciences. It gives some idea of man's conquest of the physical forces and the modern conception of the universe.

Natural Science 12—Human Biology.

Three lectures and two hours of laboratory work each week.

Credit: three hours second semester.

A study of man and his relation to the biological world.

Mathematics 13-14—Freshman Mathematics.

Three hours each week. Credit: three hours each semester.

The use of logarithms, the solution of linear and quadratic equations and simultaneous linear equations, the solution of right and oblique triangles. Simple algebraic, trigonometric, and exponential functions, their graphs, and their application to the description and prediction of natural and social phenomena. Special consideration is given to certain statistical concepts and to the mathematics of investment.

ENGLISH

English 11-12—English Composition.

Three hours each week. Credit: three hours each semester.

A study of the principles of correct usage and structure of words and sentences is made. Accuracy in the mechanics of writing is insisted upon. Themes, conferences, oral work, collateral reading, and reports are required.

CLASSICAL LANGUAGES

Greek 11-12—Elementary Course.

Three hours each week. Credit: three hours each semester.

Greek 13-14—Intermediate Course.

Three hours each week. Credit: three hours each semester.

Prerequisite: Greek 11-12.

or

Latin 11-12—Elementary Course.

Three hours each week. Credit: three hours each semester.

Latin 13-14—Intermediate Course.

Three hours each week. Credit: three hours each semester.

Prerequisite: Latin 11-12, or an accredited two-year high school course.

MODERN FOREIGN LANGUAGES

French 11-12—Elementary Course.

Three hours each week. Credit: three hours each semester.

French 13-14—Intermediate Course.

Three hours each week. Credit: three hours each semester.

Prerequisite: French 11-12, or an accredited two-year high school course.

or

German 11-12—Elementary Course.

Three hours each week. Credit: three hours each semester.

German 13-14—Intermediate Course.

Three hours each week. Credit: three hours each semester.

Prerequisite: German 11-12, or an accredited two-year high school course.

or

Spanish 11-12—Elementary Course.

Three hours each week. Credit: three hours each semester.

Spanish 13-14—Intermediate Course.

Three hours each week. Credit: three hours each semester.

Prerequisite: Spanish 11-12, or an accredited two-year high school course.

II. ESSENTIAL CULTURAL RESOURCES

The course of study is also arranged to give each student an understanding of the world in which he lives and an insight into the outstanding problems of his age.

SOCIAL SCIENCE

Sociology 20—The Social Sciences—Introductory

Three hours each week. Credit: three hours.

This course considers the development of scientific approach to the study of society, the culture concept, basic western institutions, problems of socialization and personality adjustment, and social responsibility. It includes units on the social testimonies of the Society of Friends and on efforts at relief and rehabilitation—national and international.

Prerequisite for all other Sociology courses.

Psychology 21—General Psychology.

Three lectures and two hours of laboratory each week.

Credit: three hours first semester.

An introductory course, giving a survey of the essential facts and laws of human behavior.

Prerequisite for all other Psychology courses.

History 37-38—A History of World Civilization

Three hours each week. Credit: three hours each semester

An attempt to develop an appreciation of history as a cultural resource diluting ethnocentrism, and the importance of the historical aspect of all modern culture. The main features of this course are a clarification of definitions, a recognition of the development of different great cultures, each valuable in its own light, the tracing of salient features of the rise of Western Civilization and an appraisal of some factors of an emerging World Civilization. The first semester especially emphasizes the classical and medieval foundation of Western Civilization, and the second semester deals with the major developments toward a World Civilization since approximately 1500.

LITERATURE AND ART**English 21—Survey of Western World Literature.**

Two hours of lectures, one of discussion each week. Credit: three hours first semester.

A study of the masterpieces of English and foreign literature. Outside reading and reports.

Philosophy 24—Aesthetics; Appreciation of Art.

Three hours each week. Credit: three hours second semester.

An analytic study of the beautiful, of aesthetic appreciation, and of artistic creation for the purpose of gaining an understanding of the fine arts.

PHILOSOPHY AND RELIGION**Religion 35-36—The Development of Religion in the Bible.**

Three hours each week. Credit: three hours each semester.

The religious development of Israel and the beginnings of Christianity are studied for their contribution to a mature religion.

Philosophy 41-42—A Survey of Religious and Philosophical Thought.

Three hours each week. Credit: three hours each semester.

This course deals with the development of human thought and religion from the Greek period through the modern era. It surveys the

great systems of philosophy and religion and shows their influence on developing civilization. Special consideration will be given outstanding leaders of thought of each period.

III. MAJOR CONCENTRATION IN A SELECTED FIELD OF PERSONAL INTEREST

Each student is encouraged to get as complete a mastery of his field of intensive study as is possible in four years. For this intensive work the academic subjects are separated into three divisions: the natural sciences, the social sciences, and the languages and arts. Each student chooses a major at the beginning of his course; in his sophomore year he begins the study of some related subject in the division; in his junior year he adds a second related subject. The major professor arranges each student's four-year course of study in conference with him, giving careful consideration to individual objectives and goals.

Exceptional students are encouraged to undertake an independent investigation in their major field, which may be incorporated into the required senior thesis; or to carry on an independent course of readings, research, or experimentation leading to a comprehensive examination and the award of Special Honors in their major subject.

Within the liberal arts curriculum of Guilford College, students may prepare for a great variety of occupations. Faculty advisers help each one plan his education program best to fit him for his career. The student preparing for graduate or professional school should confer with the Dean to make sure that he takes a schedule of courses which will meet the requirements of the institution he wishes to enter. Usually, pre-medical and pre-nursing students and those intending to become laboratory technicians will major in biology. Pre-engineering students will major in mathematics or physics, and pre-dental candidates may major in either chemistry or biology. Pre-law students generally select history as their major field.

IV. See Physical Education Department

V. The Social Environment (page 79)

COURSE OF STUDY

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
NATURAL SCIENCE 6 Natural Science 11 Natural Science 12	SOCIAL SCIENCE 6 Psychology 21 Sociology 20	SOCIAL SCIENCE 6 History 37 History 38	PHILOSOPHY 6 Philosophy 41 Philosophy 42
ENGLISH 6 English 11 English 12	LITERATURE AND ART 6 English 21 Philosophy 24	BIBLICAL LITERATURE 6 Religion 35 Religion 36	ELECTIVE 6
FOREIGN LANGUAGE 6	FOREIGN LANGUAGE 6	MAJOR OR RELATED SUBJECT 6	MAJOR OR RELATED SUBJECT 6
MATHEMATICS 6 Mathematics 13 Mathematics 14	MAJOR OR RELATED SUBJECT 6	MAJOR OR RELATED SUBJECT 6	MAJOR OR RELATED SUBJECT 6
MAJOR 6	MAJOR 6	MAJOR 6	MAJOR 6
PHYSICAL ED 2	PHYSICAL ED 2	PHYSICAL ED 2	PHYSICAL ED 2

COURSES OF INSTRUCTION*

BIOLOGY

PROFESSOR CAMPBELL

A major in biology consists of twenty-four hours, including *Biology 13-14* (or equivalent) and *Biology 21-22*. *Biology 13-14* is prerequisite to all advanced courses. In the field of the allied subjects the student should take a minimum of one year of chemistry, preferably more, and one year of physics.

Biology 12—Human Biology.

Three lectures and two hours of laboratory work each week.

Credit: three hours second semester.

A study of man and his relation to the biological world.

(Also listed as **Natural Science 12**)

Biology 13-14—General Biology.

Three lectures and three hours of laboratory work each week.

Credit: four hours each semester.

This course is designed to give a thorough background in the fundamental principle of biology. Those majoring in the natural sciences or psychology, and those planning to teach science should elect this course instead of **Biology 12**.

No credit given for less than one year's work.

Biology 21-22—Vertebrate Zoology and Comparative Anatomy

One lecture and six hours of laboratory each week throughout the year. Credit: three hours each semester.

This course includes a brief survey of the main classes of the vertebrates, followed by a comparative study of vertebrate anatomy. The types studied in the laboratory are the shark, necturus, turtle, and cat.

No credit given for less than one year's work.

Biology 23-24—General Botany.

Six hours each week throughout the year. Credit: three hours each semester.

A study of the morphology and physiology of the plant phyla. Recommended to majors in biology who expect to teach or enter graduate study.

*The college reserves the right not to give a course when less than ten students register for it.

Biology 31—Physiology of the Human Body.

Three lectures and three hours of laboratory each week.

Credit: four hours first semester.

A study of the physiological processes of the human body.

Offered 1953-1954.

Biology 32—Vertebrate Embryology.

One lecture and six hours of laboratory each week. Credit: three hours second semester.

The development of the vertebrate with special emphasis on the chick.

Offered 1953-1954.

Biology 33—Bacteriology.

Two lectures and six hours of laboratory each week. Credit: four hours first semester.

A course in general bacteriology, including also a brief study of the most common pathogenic forms, and the theories of immunity. The laboratory work includes routine procedures, such as the preparation of the media, staining, and physiological reactions, in addition to analysis of food, milk, and water.

Offered 1954-1955.

Biology 34—Technique in Laboratory Methods.

One lecture and six hours of laboratory each week. Credit: three hours second semester.

A course in technique in which the student is trained in working with such materials and methods as are encountered in health and hospital laboratories.

Offered 1954-1955.

Biology 41-42—Advanced Biology.

Three lectures or nine hours of laboratory each week. Credit: three hours each semester.

The work in this course will be given in the special field for which the student is especially prepared. It may be elected only by special permission from the professor in charge.

Biology 43—Genetics.

Credit: three hours first semester.

A study of the principles of genetics.

CHEMISTRY

PROFESSOR LJUNG AND ASSOCIATE PROFESSOR OTT

A major in chemistry consists of *Chemistry 11-12, 21, 22, 23, 24, 31, 41*. Students majoring in chemistry are advised to take two years of mathematics in addition to the course required of freshmen and two years of physics. Students may, however, take two or three years of biology. This arrangement is especially valuable for students registering for pre-medical work.

Chemistry 11-12—General Inorganic Chemistry.

Three lectures and four laboratory hours a week with discussion periods. Credit: four hours each semester.

An introduction to the study of the principal metallic and non-metallic elements, and their compounds, and the fundamental laws of chemistry.

No credit is given for less than one year's work.

Chemistry 21—Qualitative Analysis.

Two lectures, one quiz period, and six laboratory hours a week. Credit: four hours first semester.

The fundamental principles and theories underlying the qualitative analysis and the methods of separation and identification of the common cations and anions are studied both in class and laboratory, using the semi-micro technique.

Prerequisite: Chemistry 11-12.

Chemistry 22—Quantitative Analysis.

Two lectures, one quiz period, and six laboratory hours a week. Credit: four hours each semester.

A study of the principal methods of gravimetric and volumetric analysis; lectures, laboratory work, and stoichiometric exercises.

Prerequisite: Chemistry 11, 12, and 21.

Chemistry 23-24—Organic Chemistry.

Two lectures, one quiz period, and six laboratory hours a week. Credit: four hours each semester.

A study of the aliphatic and aromatic series, and methods of preparation and purification of organic compounds.

Prerequisite: Chemistry 11-12.

Chemistry 31—Physical Chemistry.

Two lectures and three laboratory hours a week. Credit: three hours.

A study of the properties of solids, liquids, and gases and the properties of solutions.

Prerequisite: Chemistry 22 and Physics 11-12.

Chemistry 41—Research.

Conferences, library and laboratory work. Credit: to be determined.

Arranged for students majoring in chemistry. Special emphasis is laid on the use of chemical literature, method of approach to research, and the solution of some research problems.

ECONOMICS AND BUSINESS ADMINISTRATION

ASSOCIATE PROFESSOR VICTORIUS AND MR. ARNDT

It is the purpose of the Department of Economics and Business Administration to acquaint the student with the principles and practices that compose our economic system, to develop a scientific attitude toward the major economic problems confronting our society; and, where possible, to suggest sound procedures and policies for the solution of such problems. At the same time, opportunity is given the student to acquire the rudiments of a practical business training.

For the student who elects to major in economics and business administration, *Economics 21-22* (General Economics) is a required course. The following courses in special subjects are considered essential: *Economics 23* (Business Law); *Economics 31* (Money and Banking); *Economics 35* (Business Organization and Management); and *Economics 41* (Labor Economics). Other courses in the field may be chosen according to the particular interest of the student. A major consists of 24 hours of credit, exclusive of credit for seminar and senior thesis.

For courses in related fields, all majors in economics and business administration should take *Psychology 31* (Personnel Psychology) and *Sociology 22* (Social Problems) in addition

to the general college requirements. Other related courses may be chosen according to the particular interests of the student.

Geography 13—Elements of Geography.

Three hours each week. Credit: three hours first semester.

Designed as an introduction into the field of geography, the course deals with the earth in its planetary relations, its representation on maps, with climatic elements and types of climates, soils, and surface features. Special attention is given to the manifold aspects of man's adaptation to his physical environment. Exercises in mapping and location of places are included.

This course is intended especially for majors in elementary education.

Offered 1953-1954, and alternate years.

Geography 14—Regional Geography.

Three hours each week. Credit: three hours second semester.

This course involves a study of the world's major regions against the background of their natural, cultural, and economic environments. Special emphasis is placed upon the regionally prevailing types of production, their social implications, and the problems associated with the development of important potential resources.

This course is intended especially for majors in elementary education.

Offered 1953-1954, and alternate years.

Economics 11—Development of Economic Society.

Three hours each week. Credit: three hours first semester.

Combining the historical and analytical approach the course is designed as an introduction to the general economics course. The discussion centers upon the evolution of economic organization from simple to more complex forms, tracing the development of economic institutions, doctrines, and societies through the Medieval Economy, Economic Nationalism, Industrial Revolution, and finally our Modern Economic Society.

Economics 21-22—General Economics.

Three hours each week. Credit: three hours each semester.

This course is planned to give a general understanding of the organization of our economic life and the fundamental principles underlying it. The student is introduced to the basic forms of business organization and combination and the elements which determine value and price. The principles and problems involved in the area of business administration, labor relations, monopoly, money and banking, international trade, business fluctuations, and government finance are analyzed and

discussed, and some examination is made of programs for economic reform.

Required of all economics majors, and of students with a minor in economics.

The entire course must be completed before credit can be given for either semester.

Not open to first-year students.

Economics 23—Business Law.

Three hours each week. Credit: three hours first semester.

The aim of the course is to give the student an understanding of the main principles of law which govern the daily conduct of business. The topics discussed are contracts, agency, sales, bailments, suretyships, and negotiable instruments. The principles are illustrated by actual cases.

Not open to first-year students.

Offered 1953-1954, and alternate years.

Economics 24—Elements of Marketing.

Three hours each week. Credit: three hours second semester.

Consideration is given to the functions performed in the marketing of goods, and the agencies operating in the field of marketing, such as wholesalers, retailers, brokers and other agents, produce exchanges, and transportation and storage agencies. A study of marketing methods and policies involved in sales promotion, merchandising, and advertising is included.

Prerequisite: Economics 21.

Offered 1953-1954, and alternate years.

Economics 25—Elements of Accounting I.

Five hours each week. Credit: three hours first semester.

This course is built up along the lines and methods of modern accounting practice. The subject matter includes: theory of debit and credit, record making, organization of accounts, study of the complete accounting cycle including all types of adjustment, and presentation of financial statements. The semester is given to a consideration of accounting methods and bookkeeping practice applicable to the individual proprietorship.

Not open to first-year students.

Offered each year.

Economics 26—Elements of Accounting II.

Five hours each week. Credit: three hours second semester.

Continuation of Accounting I. Methods and practice applicable to the partnership and the corporation are studied. Emphasis is given to cost accounting procedure for the manufacturing enterprise. An introduction to analysis and interpretation of financial statements is included.

Prerequisite: Economics 25.

Offered 1953-1954, and alternate years.

Economics 31—Money and Banking.

Three hours each week. Credit: three hours first semester.

Following a study of the nature, functions and forms of money, of monetary systems and standards, and of American monetary experience, the development and present structure of the American banking system is discussed, with special emphasis on the commercial banking process and the interaction between commercial and central banking. A comparison is made with foreign systems. Recent developments in the domestic and international field of money and banking are analyzed and discussed.

Prerequisite: Economics 21-22.

Offered 1953-1954, and alternate years.

Economics 32—International Economic Relations.

Three hours each week. Credit: three hours second semester.

In this course consideration is given to the theories, practices and problems in economic relations across national boundaries and between national states. Special emphasis is placed upon the tariff problem, and the international agencies for the promotion of international trade. The international economic position of the United States is analyzed and evaluated.

Prerequisite: Economics 21-22. The prerequisite may be waived for mature students.

Offered 1953-1954, and alternate years.

Economics 34—Elements of Statistics.

Five hours each week. Credit: three hours second semester.

This course is designed to introduce the student to the elementary statistical methods which are employed in the field of economics and business or related fields. Topics included are collection of data, sampling, tabular and graphic presentation of statistical data, types of averages and deviation, construction of index numbers, and measurement of seasonal, secular, cyclical and irregular changes in economic data, as well as correlation analysis and measurement.

Not open to first-year students.

Offered 1954-1955, and alternate years.

Economics 35—Business Organization and Management.

Three hours each week. Credit: three hours first semester.

This course is a study of the principles and problems involved in organizing and managing business enterprises. Forms and methods of organization are discussed, and policies of operation for all aspects of management are analyzed, with special emphasis on the management of industrial enterprise. Principles and practices are illustrated throughout by a consideration of actual cases.

Prerequisite: Economics 21-22.

Offered 1954-1955, and alternate years.

Economics 36—Business Finance.

Three hours each week. Credit: three hours second semester.

This course is a study of the basic financial aspects of business enterprises. Major attention is given to the problems and practices as related to the corporate form of business. Questions of financial plans, permanent capital, working capital, management of earnings, and financing expansion and reorganizations are included. Actual cases are used to illustrate the principles and practices involved.

Prerequisite: Economics 21-22 and 25.

Offered 1954-1955, and alternate years.

Economics 41—Labor Economics.

Three hours each week. Credit: three hours first semester.

This course is an intensive study of trade-unionism, collective bargaining and public policy in the field of labor relations. Emphasis is placed upon the historical development of the labor movement and the issues involved in the establishment of constructive industrial relations.

Prerequisite: Economics 21-22. The prerequisite may be waived for mature students.

Offered 1954-1955, and alternate years.

Economics 42—Public Finance.

Three hours each week. Credit: three hours second semester.

In this course consideration is given to the principles and techniques involved in government expenditures, government revenues and public borrowing. The application of these principles and techniques by the various governmental units in the United States is studied, with special emphasis on the tax system. Interrelationships of federal, state, and local finances are analyzed and discussed.

Prerequisite: Economics 21-22.

Offered 1954-1955, and alternate years.

Economics Seminar.

Two hours each week. Credit: one hour each semester.

The seminar is designed to serve a multifold purpose for majors in the field of Economics and Business. It is the meeting place and clearing house for the development of ideas and mutual aid in the solution of problems relating to general issues in the field of Economics. Through the medium of reports and discussions on current projects, developments and problems, the student is expected to synthesize the knowledge gained in particular courses in special areas of Economics.

Required of majors in economics during their junior and senior years.

SUMMER SCHOOL COURSES

Economics s30—Movements of Economic and Social Reform.

Three hours each week. Credit: three hours.

This course is planned to survey various movements of economic and social reform, such as early utopian programs, social programs of the eighteenth and nineteenth centuries, and some of the revolutionary as well as conservative modern movements of economic and social reform. Special emphasis is given to a critical appraisal of marxist thought and practice and those contemporary philosophies of reform that are ideologically opposed to the marxist system. Throughout the course the student places the ideas he encounters in historical perspective and examines them critically in the light of Christian ethics.

Open to all students except first-year students.

Offered 1955, and alternate years.

Economics s40—Public Control of Business.

Three hours each week. Credit: three hours.

This course is designed to offer an integrated study of public control of economic activities in various fields of private endeavor. Public policy is treated in the light of motivations, objectives, and administrative procedures. Special emphasis is placed upon the regulation of industrial combinations and public utilities as well as upon the practices that are directed toward the maintenance of a stable economy.

Prerequisite: Economics 21-22. The prerequisite may be waived for mature students.

Offered 1955, and alternate years.

EDUCATION

ASSOCIATE PROFESSOR BAILEY

It is the purpose of the Department of Education to develop a philosophy of education that is applicable to a democracy, to impart a knowledge of educational principles and methods of teaching based on sound psychological and sociological principles, and to equip the student for service as a teacher in the public schools.

Students who expect to teach in the secondary school will major in the academic subject of their interest. They will take certain courses in the Department of Education required for certification. These are *Education 21* and either *Education 34* or *Education 35*; *Psychology 22* and *Psychology*

32. Music Education majors take *Education 31 and Education 32*; Physical Education majors, *Education 37*; and academic secondaries, *Education 38*; all take *Education 40*.

Those students planning to teach in the elementary school will major in Elementary Education. This major consists of *Education 21* and either *Education 34* or *Education 35*; *Education 25* and *Education 28*; *Psychology 22* and *Psychology 32*; *Education 36* and *Education 40*. Related courses required for certification and included in the course of study for those seeking elementary certificates are: *English 29*, *History 21-22*, *Political Science 32*, *Geography 13* and *14*; *Music 11-12*, *Physical Education 45-46*. Three hours of Choir credit may be counted in lieu of *Music 11-12*.

Psychology 22 is a prerequisite for *Psychology 32*. Before being eligible for *Education 40* a student must have had the proper course from the following group: *Education 31*, *Education 32*, *Education 36*, *Education 37*, *Education 38*. Wherever possible a student should plan his program far enough ahead so that it will be necessary for him to carry only 13 hours during the semester of the senior year in which student teaching is done.

All students wishing to do student teaching will file a written request with the head of the Department of Education during the second semester of their junior year.

All students planning to teach Music, Physical Education, or any academic subject on the secondary level, should consult the head of the Department of Education for further information about the requirements for certification.

Education 21—The American Public School.

Three hours each week. Credit: three hours first semester.

This course provides an intensive treatment of the place of the public school in our American democracy. Against the background of the changing American culture, the historical development of the various features of public education is presented, and the impact of historical institutions and ideas on education is pointed out. The social role of the school is emphasized. The course concludes with a vigorous treatment of the problems confronting American educational leadership as it charts its future course. Equally valuable to the teacher or layman who wishes a better understanding of one of America's most valuable institutions.

Education 25—Music for the Elementary School Teacher.

Three hours each week. Credit: three hours first semester.

This course is designed to meet the music teaching needs of elementary teachers. It includes the necessary fundamentals and the various methods used for the presentation of music to children.

Offered 1953-1954, and alternate years.

Education 28—Drawing and Industrial Arts for the Elementary School Teacher.

Three hours each week. Credit: three hours second semester.

This course includes the fundamentals in drawing and painting, materials for use in elementary schools and industrial arts.

Offered 1953-1954, and alternate years.

Education 31—Elementary School Music Problems.

Three hours each week. Credit: three hours first semester.

This course is primarily a prerequisite for the practice-teaching course. It includes the methods and materials used throughout the school system, score cards for evaluating progress, formulation of criticisms, visitations, and the organization of teachers' meetings.

Education 32—High School Music Problems.

Three hours each week. Credit: three hours second semester.

This course is a continuation of Education 31 and includes all phases of high-school music. A study is made of the organization of glee clubs and choruses, including voice testing, assignment of parts, balance of parts, and selections suitable for various types of high school programs; and of the organization of orchestra and bands, including selections suitable for each.

Prerequisites: Music majors who have covered all major requirements are eligible for Education 32. Other students may enter only by permission of the instructor.

Education 34—Philosophy of Education.

Three hours each week. Credit: three hours second semester.

In this course consideration is given to the nature of the educative process, the School as a social and educational institution, and the purpose it is designed to serve in a democracy.

Offered 1954-1955, and alternate years.

Education 35—Measurement and Evaluation in Education.

Three hours each week. Credit: three hours first semester.

This course is a study of mental tests and educational measurements, such as the nature of measurements, the derivation of educational

scales, and the development of standardized tests, tests and measurements of ability and achievement in both elementary and high school subjects.

Prerequisite: Education 21.

Education 36—Techniques of Teaching in the Elementary School.

Three hours each week. Credit: three hours second semester.

Emphasis is placed on the selection, organization, and presentation of materials used with grades one through eight. Consideration is given to the principles of developing a sound curriculum in the elementary school. Frequent observations in public schools tend to make the course more meaningful.

Offered 1953-1954, and alternate years.

Education 37—Methods in Health and Physical Education.

Three hours each week. Credit: three hours first semester.

Materials and methods used in teaching health and physical education in public schools and colleges.

Education 38—Techniques of Teaching in the Secondary School.

Three hours each week. Credit: three hours second semester.

This course is intended to give the prospective secondary teacher an understanding of the basic principles underlying the educative process in the secondary school. It includes methods employed in the organization of teaching materials in different fields of interest. It includes techniques of adjusting materials and learning aids to the needs of the pupils, and provides the prospective teacher with experience in curriculum construction, classroom organization and management, organization of routine activities such as record keeping, directed study, evaluation, school marks and marking systems. Observation of actual classroom teaching in the student's particular field of interest is an integral part of this course.

Education 40—Observation and Directed Teaching.

Five hours each week. Credit: three hours either semester.

Observation and directed teaching in the public schools will be supervised by the co-operating teachers and the head of the Department of Education. After sufficient observation and participation a minimum of forty-five hours will be spent in actual teaching. Discussions will be held and criticisms offered as the need arises. A fee, paid by the student, is charged for student teaching.

Prerequisite: One course from among the following: Education 31, Education 32, Education 36, Education 37, Education 38.

Psychology 22—Child Psychology.

Three hours each week. Credit: three hours second semester.

(See course outlined under *Psychology 22*, Department of Psychology.)

Psychology 32—Educational Psychology.

Three hours each week. Credit: three hours second semester.

See course outlined under *Psychology 32*, Department of Psychology.)

Prerequisite: Psychology 22.

ENGLISH

PROFESSORS FURNAS AND GILBERT, AND
ASSISTANT PROFESSORS WEIS AND MARLETTE

A student majoring in English is expected to acquire an adequate knowledge of English and American literature and the ability to use the English language in a creditable fashion, with some feeling for style. This aim should be achieved by voluntary reading as well as by taking regular courses. A course in English history must be taken as early as possible.

A major in English literature should include Courses 15, 16, 25, 26, 33, 34, 35, 36, 45, and 46, and Seminars 41 and 42. The courses are arranged in the order of increasing difficulty in language as well as in other ways so that each course is more or less a prerequisite for those which follow. They should, therefore, be taken just as nearly in the order suggested as is possible; at any rate, the first four must be taken before the last four, and *English 35* and *36* before the last two. A student who wants to take American Literature may substitute *English 23-24* for *English 15* and *16*, or *25* and *26*. At least one semester of American literature is required by the State of North Carolina for high school teachers of English.

Majors in the department are expected to pass a comprehensive examination over the whole field about March first of their senior year. This is regularly an hour oral examination given by three or four instructors, but may include a written or printed examination. Preparation for it should include review of courses taken, filling in between courses, matters of

meter, and principles of structure in the different literary forms.

Related courses for the English major may be in education, a foreign language (often useful in high school teaching), philosophy, Biblical literature, history and writing or spoken English of any sort.

English As a Tool

At the end of the course in first-year English, students will be expected to have attained the ability to use the English language as an effective tool in both written and spoken form. Not stylistic or artistic ability, but correctness in manuscript, spelling, punctuation, paragraphing, and the preparation of reports with properly referred authorities and a bibliography, will be required. This ability is tested by a comprehensive examination in English, which must be passed in order to receive credit for *English 11*.

COURSES OF STUDY

Period Courses

English 15—Recent Literature (since 1901) (formerly English 48).

English 16—Victorian Literature, Tennyson, Browning and Others (formerly English 46).

English 25—The Romantic Revival (formerly English 32).

English 26—The Neoclassical Age (formerly English 31).

English 35—Milton and His Age (formerly English 43).

English 36—Shakespeare.

English 45—Spenser and His Age (formerly English 41).

English 46—Chaucer and His Age (formerly English 42).

English Seminar 41-42—Old English Literature in Translation and the Book of John in Old English.

Courses in Writing

English 11-12—English Composition.

Three hours each week. Credit: three hours each semester.

One section of English 11 will be offered in the second semester when necessary.

English 37—Creative Composition.

Two hours a week. Credit: two hours first semester.

An advanced course in professional, artistic writing, with a large amount of practice. A student may have credit for two semesters of creative writing, but is advised not to take both the same year. Students interested in advanced journalistic writing may sign for this course.

This course will be offered in the second semester when necessary.

Offered 1954-1955 and alternate years.

Courses in Spoken English

English 17-18—Public Speaking (formerly English 15-16)

Credit: three hours each semester.

English 27-28—Play Production (formerly English 25-26).

Credit: three hours each semester.

Survey Courses

English 21—Western World Literature.

Credit: three hours the first semester (See cultural resource courses).

One section will be given the second semester when necessary.

English 23-24—American Literature (formerly English 33-34).

Credit: three hours each semester.

English 33-34—English Literature (formerly English 23-24).

Credit: three hours each semester.

*Miscellaneous***English 29—Children's Literature.**

Three hours each week. Credit: three hours first semester.

Offered 1954-1955, and alternate years.

English Seminar 31-32.

Credit: one hour each semester.

Advanced papers and reports on literary problems. A student majoring in English must take *English Seminar* 41-42 and should take also *Seminar* 31-32.

English 39—Advanced English Grammar.

Credit: three hours first semester.

A course in functional grammar designed for those preparing to teach English in public schools and for those who wish a review of essentials in syntax, punctuation and usage.

English s47—The Law and Technique of the Drama.

Credit: three hours, in Summer School only.

FOREIGN LANGUAGES

ASSOCIATE PROFESSOR TOMLINSON,*

ASSISTANT PROFESSORS HILTY AND THIELMAN,

MR. ARNDT AND MRS. SANDERS

In French or Spanish, 24 hours beyond the beginning course are required for a major. A student who majors in one modern language must study, in addition, two years of another; and if he has no credits to offer in any classical language, it is suggested that he study *Greek* 11-12 or *Latin* 11-12. No credit is allowed for less than two semesters of any elementary course. History or English is recommended as a related subject.

French**French 11-12—Elementary Course.**

Three hours each week. Credit: three hours each semester.

* On leave of absence, 1953-1954.

French 13-14—Intermediate Course.

Three hours each week. Credit: three hours each semester.

Prerequisite: French 11-12, or an accredited two-year high school course.

French 21-22—Survey of French Culture.

Three hours each week. Credit: three hours each semester.

Prerequisite: French 13-14 or equivalent.

French 33-34—Advanced Course, primarily for language majors.

Three hours each week. Credit: three hours each semester.

Prerequisite: French 13-14 or equivalent.

French 41—Sixteenth Century Literature.

Three hours each week. Credit: three hours first semester.

Offered 1955-1956.

French 42—Seventeenth Century Literature.

Three hours each week. Credit: three hours second semester.

Offered 1955-1956.

French 45—Eighteenth Century Literature.

Three hours each week. Credit: three hours first semester.

Offered 1954-1955.

French 46—Nineteenth Century Literature.

Three hours each week. Credit: three hours second semester.

Offered 1954-1955.

German**German 11-12—Elementary Course.**

Three hours each week. Credit: three hours each semester.

German 13-14—Intermediate Course.

Three hours each week. Credit: three hours each semester.

Prerequisite: German 11-12, or an accredited two-year high school course.

German 21-22—Survey of German Literature.

Three hours each week. Credit: three hours each semester.

Greek

Greek 11-12—Introduction to Greek Language and Literature.

Three hours each week. Credit: three hours each semester.

This will be Attic Greek or New Testament Greek according to the demand.

Offered 1954-1955, and alternate years.

Greek 13-14—Intermediate Course.

Three hours each week. Credit: three hours each semester.

Offered 1953-1954, and alternate years.

Prerequisite: Greek 11-12.

Latin

Latin 11-12—Introduction to Latin Language and Literature.

Three hours each week. Credit: three hours each semester.

Offered 1953-1954, and alternate years.

Latin 13-14—Intermediate Course.

Three hours each week. Credit: three hours each semester.

The course is divided so that the first semester is given to the study of Latin prose, including Caesar, Cicero, and Pliny, and the second semester to Latin poetry, including Virgil's Aeneid.

Prerequisite: Latin 11-12, or an accredited two-year high school course.

Offered 1954-1955, and alternate years.

Spanish

Spanish 11-12—Elementary Course.

Three hours each week. Credit: three hours each semester.

Spanish 13-14—Intermediate Course.

Three hours each week. Credit: three hours each semester.

Prerequisite: Spanish 11-12, or an accredited two-year high school course.

Spanish 21-22—Survey of Spanish Culture: Iberian and American.

Three hours each week. Credit: three hours each semester.

Offered 1953-1954, and alternate years.

Spanish 31-32—Advanced Course in Conversation and Composition.

Three hours each week. Credit: three hours each semester.

Prerequisite: Spanish 13-14 or equivalent.

Offered 1954-1955, and alternate years.

Spanish 41-42 —Siglo de oro.

Three hours each week. Credit: three hours each semester.

Prerequisite: Spanish 13-14, or equivalent.

Offered 1953-1954, and alternate years.

Spanish 45—Nineteenth Century Literature.

Three hours each week. Credit: three hours first semester.

Prerequisite: Spanish 13-14.

Offered 1954-1955, and alternate years.

Spanish 46—Contemporary Spanish-American Literature.

Three hours each week. Credit: three hours second semester.

Prerequisite: Spanish 13-14.

Offered 1954-1955, and alternate years.

GEOLOGY

ASSOCIATE PROFESSOR OTT

Geology 21-22—General Geology.

Classroom, laboratory, and field work. Three lectures and three hours laboratory each week. Credit: four hours each semester.

This course will include:

1. A brief study of astronomic and physiographic geology.
2. An investigation of the more common minerals and rocks.
3. An understanding of the formation, transportation, deposition, and the resolidification of sediment through the action of the atmosphere, wind, water, rivers, glaciers, and oceans. Study of topographic maps.
4. A brief study of structural and historical geology.

HISTORY

PROFESSOR NEWLIN

ASSISTANT PROFESSOR BURROWS

The courses in this department are designed with the dual objectives of offering a variety of studies in history which will give a wide range of choice to students who wish

to gain a knowledge of that field of history which is most directly related to the subject of their primary interest; and of providing a sound background for the student who wishes to become a teacher of history or to continue his study of history in graduate school.

A major in history consists of *History 13-14, 21-22*, and twelve additional hours selected carefully from other courses offered, at least six hours of which must be chosen from the following: *History 41-42, 43, 44, 45, and 46*. All history majors are expected to take the required core curriculum history course, *History 37-38*; and are encouraged to plan their program of related courses with care to supplement their knowledge in that particular field of history in which they may be interested. Courses in economics, political science, literature and sociology are especially recommended as providing rich possibilities for a very well worked out and complete course of study.

Majors in the department are expected to pass a comprehensive examination covering their four-year course of study of history about March of their senior year.

History 13-14—Modern Europe (formerly History 21-22).

Three hours each week. Credit: three hours each semester.

In this general survey of the history of Modern Europe the period from 1500 to 1815 is covered during the first semester and the period from 1815 to the present time during the second semester. The origin and growth of the modern states, the great intellectual, political and economic revolutions, the impact of Europe on the rest of the world, and the causes and effects of the world wars are given special attention.

Required of history majors, and should be taken in freshman year.

History 21-22—The History of the United States (formerly History 31-32).

Three hours each week. Credit: three hours each semester.

A general history of the United States from its colonial beginnings to its emergence as a major world power, stressing primarily political developments, yet devoting considerable attention to social and economic factors and institutions as essential aspects of the life of the nation. The first semester takes the study up to 1865.

Required of history majors, and should be taken in sophomore year.

History 23—England to 1700.

Three hours each week. Credit: three hours first semester.

A general study of the history of England, the nation in formation, from the early conquests to the last of the Stuarts, with particular emphasis upon the evolution of political institutions, but also including attention to major social and economic developments.

Offered 1954-1955, and alternate years.

History 24—The British Empire: 1700 to the Present.

Three hours each week. Credit: three hours second semester.

The transition of the island nation into a world empire—the development of imperial organization, the struggle for imperial supremacy, the effect upon internal developments, and the impact upon world affairs.

Prerequisite: History 23.

Offered 1954-1955, and alternate years.

History 25-26—Latin America.

Three hours each week. Credit: three hours each semester.

The purpose of this course is to study the main features of the history of Latin America from 1492 to the present time. In successive stages the study will cover: exploration and conquest, the richest of all Indian civilizations, empire building, the long period of European control, transition from colony to statehood, and struggle for national stability. In the course of the study the resources and major social and economic problems of the various states will find their proper places alongside the political developments. Special attention will be given to the history of the Twentieth Century. The major forces which agitate national and international affairs and the place of Latin America in world affairs will be stressed.

Offered 1953-1954, and alternate years.

History 34—North Carolina.

Three hours each week. Credit: three hours second semester.

This is a general history of North Carolina from the period of exploration to the present day. Colonial foundations, separation from England, the establishment of the commonwealth, slavery, reconstruction, constitutional reforms, educational development, and recent economic developments will be studied with care. It is the desire to see many of the important problems and developments in their national perspective.

Offered in 1954-1955, and alternate years upon sufficient demand.

History 35—The Far East in the Modern World.

Three hours each week. Credit: three hours first semester.

An appreciation of the impact of the Western powers on the Eastern countries is a major objective of this course. Political and economic penetration, international rivalries and their effects on the

East, and the long struggle of the East for freedom from Western control are given special attention.

Offered 1954-1955, and alternate years.

History 37-38—A History of Civilization.

Three hours each week. Credit: three hours each semester.

An attempt to develop an appreciation of history as a cultural resource diluting ethnocentrism, and of the importance of the historical aspect of all modern culture. The main features of this course are a clarification of definitions, a recognition of the development of different great cultures, each valuable in its own light, the tracing of salient features of the rise of Western Civilization, and an appraisal of some factors of an emerging World Civilization. The first semester especially emphasizes the classical and medieval foundation of Western Civilization, and the second semester deals with the major developments toward a World Civilization since approximately 1500.

Required of all students—see cultural resources program.

History 41-42—The Foreign Policy of the United States.

Three hours each week. Credit: three hours each semester.

The purpose of this course is to make a general survey of the history of the foreign policy of the United States, and to give a clear understanding of the organization and constitutional provisions for the conduct of foreign relations and to show how foreign policies are formulated and controlled. Many of the foreign policies which have been most important in the history of the country will be subjected to detailed study.

Prerequisite: History 21-22.

Offered 1954-1955, and alternate years.

History 43—The Age of the Renaissance.

Three hours each week. Credit: three hours first semester.

A study of social, religious and economic conditions of medieval Europe, stressing the age of the Renaissance, its political, cultural, and ecclesiastical development leading to the era of discovery and colonization.

Offered 1953-1954, and alternate years.

History 44—Sixteenth and Seventeenth Century Europe.

Three hours each week. Credit: three hours second semester

A study of the history of Europe through the early modern period covering the Reformation, the Counter-Reformation, the rise of national states, commercial expansion, development of the balance of power principle. Special attention will be given to the Reform movement in the 16th century.

Offered 1953-1954, and alternate years.

History 45—Europe Since 1914.

Three hours each week. Credit: three hours first semester.

This advanced course in European History is expected to give the student a knowledge of the economic, political, and social forces which have been determining factors in the major developments of the history of Europe during the past half century. Contemporary events and trends are studied in their global context.

Prerequisite: History 13-14.

Offered 1953-1954, and alternate years.

History 46—The United States Since World War I.

Three hours each week. Credit: three hours second semester.

An intensive historical analysis of the impact of the emergence of the United States as a world power upon the development of its political, economic, social, and cultural institutions.

Prerequisite: History 13-14 and History 21-22.

Offered 1953-1954, and alternate years.

History Seminar.

Two hours each week. Credit: one hour.

Offered first semester each year.

POLITICAL SCIENCE

PROFESSOR NEWLIN AND ASSISTANT PROFESSOR THIELMAN

Political Science 21—Principles of Political Science.

Three hours each week. Credit: three hours first semester.

This course seeks to familiarize the student with the nomenclature and basic principles of political science. It treats the nature, origin, and evolution of the state and the functions of government.

Political Science 32—American Government:**National.**

Three hours each week. Credit: three hours second semester.

This course is designed to give the student a general knowledge of the organization and functioning of the National Government of the United States. The background and establishment of the National Government and of the federal system, the organization and functioning of the various departments and commissions of government, the division of powers in the federal system, and the role of the individual in the governing process are stressed. It is recommended that a student take *History 21* before taking this course.

Prerequisite: Political Science 21.

Political Science 33—Governments of Europe

Three hours each week. Credit: three hours first semester.

This course offers a comparative study of the constitutions, structures of governments, and political problems of England, Germany, France, Switzerland, Italy, and the new states of Central Europe.

Offered 1953-1954, and alternate years.

Political Science 34—International Organization.

Three hours each week. Credit: three hours second semester.

This course is designed to give the student a knowledge of the evolution of international organization as it exists today. The main subjects for study are the influence of international law, diplomacy, international conferences, private international organizations, international administration, organization for peaceful settlement of disputes, the League of Nations, and the United Nations Organization.

Offered 1953-1954, and alternate years.

Political Science 35—American Constitutional Development.

Three hours each week. Credit: three hours first semester.

A study of the development of the American Constitution through judicial interpretation, related to the changing political, social and economic problems of the United States. Definitive Supreme Court cases which have shaped the course of development will serve as the primary basis of study.

Offered 1954-1955, and alternate years.

Political Science 36—Contemporary Political Thought.

Three hours each week. Credit: three hours second semester.

This course is designed to give an understanding of leading political doctrines of the nineteenth and twentieth centuries which have had major influences in shaping the issues and conflicts of the modern world and is an analysis of the development of the main currents of Western political thought, studied through the writings of famous political thinkers who have had the greatest influence in shaping modern ideas and institutions, with special reference to the central issue of reconciling individual liberty with social control.

Offered 1954-1955, and alternate years.

HOME ECONOMICS.

ASSISTANT PROFESSOR MARTIN

The Department of Home Economics aims to approach the problems of homemaking from a cultural as well as a practical point of view. The courses provide a background in the fundamental and scientific methods in this field.

Home Economics 11—Housing and Home Furnishing.

Two lectures and three hours of laboratory work each week.

Credit: three hours first semester.

In this course a study is made of essentials of house selection, planning, and furnishing from the standpoint of health, economy, comfort, and beauty.

Offered 1953-1954, and alternate years.

Home Economics 12—Clothing and Textiles.

One lecture and six hours of laboratory work each week.

Credit: three hours second semester.

Fundamental principles in the selection, and purchase of textiles and ready-made garments; use of commercial patterns and construction of simple garments to suit one's individual need.

Offered 1953-1954, and alternate years.

Home Economics 21—Foods and Nutrition.

One lecture and six hours of laboratory work each week.

Credit: three hours first semester.

A study of the principles involved in selection, and purchase of foods and in planning, preparation, and serving of family meals.

Offered 1954-1955, and alternate years.

Home Economics 24—Family Economics—Home Management.

Two lectures and three hours of laboratory work each week.

Credit: three hours second semester.

Organization and management of household activities, time, energy, and income; problems and principles involved in selection and purchase of household equipment.

Offered 1954-1955, and alternate years.

MATHEMATICS

PROFESSORS PURDOM AND LJUNG
AND ASSOCIATE PROFESSORS OTT AND COBB

The Department of Mathematics offers courses planned to meet the needs of three types of students: (1) those who enjoy mathematics for its own sake; (2) those whose intended vocation requires mathematical skills; and (3) those whose only need for mathematics is to become well educated persons in our quantitative civilization. Students of this last type are usually satisfied with six hours of mathematics—the mini-

num required of all candidates for a degree. This requirement may be met by passing *Mathematics 11* or *13* and *Mathematics 14* or *15*, but the sequence *Mathematics 13-14* is planned specifically for such students and should be preferable to them.

Students of the first two types usually make mathematics their major or related subject. They should take *Mathematics 11-12*, *15*, and *18* their freshman year. Students majoring in mathematics are required to take one year of physics in addition to 24 hours in mathematics exclusive of *Mathematics 14* and *Mathematics 38*, although the latter is strongly recommended. *Economics 34* (Elements of Statistics) may be included in a mathematics major.

The student intending to work toward a graduate degree in mathematics is advised to acquire a reading knowledge of French and German while still an undergraduate.

No one may receive credit for both *Mathematics 11* and *Mathematics 13*.

Mathematics 11-12—College Algebra.

Three hours each week. Credit: three hours each semester.

The first semester includes the necessary review of algebraic operations but stresses the application of linear, fractional, quadratic, and variation equations to problem solving. Additional topics are irrational equations, exponential equations, logarithmic computation, and logarithmic equations. The second semester continues with properties of determinants, inequalities, complex numbers, theory of polynomial equations, simultaneous quadratics, permutations, combinations, probability, mathematical induction, progressions, compound interest and annuities, partial fractions.

Mathematics 13-14—Freshman Mathematics.

Three hours each week. Credit: three hours each semester.

The use of logarithms, the solution of linear and quadratic equations and simultaneous linear equations, the solutions of right and oblique triangles. Simple algebraic, trigonometric, and exponential functions, their graphs, and their application to the description and prediction of natural and social phenomena. Special consideration is given to certain statistical concepts and to the mathematics of investment.

Mathematics 15—Trigonometry.

Three hours each week. Credit: three hours first semester.

Plane trigonometry including the use of logarithms in the solution of right and oblique triangles but also stressing properties of the

trigonometric functions, their inverses, their graphs, identities, and equations.

Prerequisite: 1½ units of high school algebra or Mathematics 13 or current registration in Mathematics 11.

Mathematics 18—Plane Analytic Geometry.

Three hours each week. Credit: three hours second semester.

Customary topics of plane analytic geometry treated primarily as preparation for the calculus and the sciences.

Prerequisite: Mathematics 11, 15, and registration in Mathematics 12 or equivalent progress.

Mathematics 21—Calculus I.

Three hours each week. Credit: three hours first semester.

Fundamental concepts of differential and integral calculus; technique of differentiation.

Mathematics 22—Calculus II.

Three hours each week. Credit: three hours second semester.

Applications of differentiation, formal integration, and applications of integration.

Prerequisite: Mathematics 21.

Mathematics 35—Theory of Equations.

Three hours each week. Credit: three hours first semester.

The solution of polynomial equations by trial, by radicals, and by Horner's method; transcendental equations by graphing and by Newton's method. Sturm functions, discriminants, and eliminants. Properties of determinants, rank of a matrix, linear dependence and consistency of m linear equations in n unknowns.

Prerequisite: Mathematics 21.

Mathematics 36—Solid Analytic Geometry.

Three hours each week. Credit: three hours second semester.

Points, curves and surfaces as represented in three dimensional coordinate systems. Determinants and matrices are utilized in the study of systems of surfaces, transformations, and the general quadric surface.

Prerequisite: Mathematics 35 or consent of the department.

Mathematics 38—History of Mathematics.

Three hours each week. Credit: three hours second semester.

The purposes of this course are (a) to show prospective teachers the relation of elementary mathematics to the total culture of a time and place and (b) to indicate to prospective graduate students some of the more recent advances in mathematics. Mathematics known

before 1637 treated chronologically and geographically; mathematical development since 1637 treated topically and biographically.

Prerequisite: Mathematics 21.

Offered 1954-1955, and alternate years.

Mathematics 41—Advanced Calculus.

Three hours each week. Credit: three hours first semester.

Ability to differentiate and integrate the familiar functions of one variable is presupposed, but the definitions of derivative, differential, and Riemann integral are reviewed and made more rigorous. The major portion of the course is devoted to functions of several variables including such topics as partial derivatives, directional derivatives, multiple and line integrals, Jacobians, and vector operators.

Prerequisite: Mathematics 22.

Offered upon sufficient demand.

Mathematics 42—Differential Equations.

Three hours each week. Credit: three hours second semester.

A course for majors in mathematics or the natural sciences, seeking to develop mathematical maturity and resourcefulness in solving problems by the methods of differential equations.

Prerequisite: Mathematics 22.

Offered 1953-1954 and alternate years.

MUSIC

ASSOCIATE PROFESSOR BAUMBACH
AND MISS WARE AND MRS. RUSSELL

The Department of Music offers the Bachelor of Arts degree for all students who wish to emphasize music in a program of liberal arts study. This degree may be obtained with a major concentration in instruments (piano, organ, violin, etc.), voice, or music education. The latter also prepares the student for the North Carolina "A" grade certificate for public and high school teachers.

Any student may take lessons on any instrument or in voice either as an extra-curricular activity or an applied music minor, without any prerequisite except in organ, the study of which may be begun after the student has attained grade 6 in piano.

The entrance requirements for candidates for the A.B. degree in music are the same as those for other major subjects. In addition, talent tests will be given and students must give sufficient evidence of musical aptitude to make the course

profitable. More specific requirements are stated in the applied music section.

Participation in some form of ensemble is required of all candidates for a music degree. At the discretion of the head of the music department, a student may be required to participate in more than one ensemble. All voice majors must belong to a choral ensemble four years. Music education majors must belong to a choral ensemble three years and may elect either choir or an instrumental ensemble during the fourth year. Piano and organ majors must belong to a choral ensemble four years unless proficiency on another instrument makes them eligible for an instrumental ensemble. Music majors are required to attend all recitals sponsored by the Music Department.

With the major concentration in instruments or voice, the student must take at least eighteen hours of related subjects for a minor, in addition to the required tool and cultural resources courses. These may be chosen from the departments of English, foreign languages, philosophy, religion or, by special permission, from some other department. For this major, the student should take *Music 11-12, 15-16, and 17-18* in the first year, *Music 21-22* in the second, *Music 31-32* in the third, and *Music 33-34 and 41-42* in the last year. Lessons for majors in this field are outlined in the applied music section.

With the major concentration in music education, the student must take at least eighteen hours of related subjects from the Department of Education for a minor, in addition to the required tool and cultural resources courses. The student should take *Music 11-12, 15-16, and 17-18* in the first year, *Music 21-22* in the second, and *Music 33-34 and 41-42* in the third or fourth year.

Music Education majors must choose at least one major and one minor applied music subject. A minimum of twelve semester hours credit must be earned in the major applied music subject; a minimum of six semester hours credit in a minor applied music subject. If the major applied music subject is piano or voice, the student must take private or class instruction in the applied music minor beginning in the

freshman year and continuing until six semester hours credit has been earned. If the major applied music subject is an orchestral instrument, the student must take piano lessons beginning in the freshman year, and, in addition, must take private or class instruction in one other instrument or in voice beginning in the sophomore year, until a total of nine semester hours credit has been earned.

Music Education majors with an applied music major in: Piano must complete grade 7 in piano and grade 2 in voice; Voice must complete grade 5 in piano and grade 3 in voice; an orchestral instrument must complete grade 4 in piano and grade 2 in voice or one other instrument, and grade 3 in their major instrument.

Music History majors are required to attain grade seven in piano. The requirements, otherwise, are like those of the major in instruments plus an advanced course in music history and literature.

Music Theory majors: Any student who has completed two years in any music course and has received a grade of B or better in *Music 15-16, 21-22* and *17-18* is eligible for this major. The requirements are those of the major in instruments, except that the student need attain only grade 7 in piano but must take a course in Orchestration.

COURSES OF INSTRUCTION

Music 11-12—Music Appreciation.

First semester: Two hours class and one hour laboratory each week. Second semester: One hour class and two hours laboratory each week. Credit: Two hours each semester.

A survey of the literature of music, designed to give the student a deeper understanding of the value of music in everyday life.

Open to all students.

Music 15-16—Elementary Theory.

Three hours each week. Credit: two hours each semester.

A study of the rudiments of music, its terminology, intervals, scales, and its melodic, harmonic, and rhythmic elements. The first semester is devoted to the study of notation, rhythm, scales, keys, the four types of triads, and their application at the keyboard. In the second semester these studies are continued and the study of seventh

chords, key relationships, modulation, modal scales, transposition by clef, and of four-part writing are introduced.

Open to all students.

Music 17-18—Eartraining.

Two hours each week. Credit: one hour each semester.

The materials presented in *Music 15-16* are studied by means of rhythmic reading, sight-singing, and melodic and harmonic dictation. This course, therefore, must be taken simultaneously with *Music 15-16*.

Music 21-22—Advanced Theory.

Three hours each week. Credit: two hours each semester.

A continuation of the study of four-part writing, and including the study of altered chords, chorale harmonizations, and harmonic counterpoint based on the technique of the eighteenth and nineteenth century styles.

Prerequisite: Music 15-16.

Music 31-32—Counterpoint.

Two hours each week. Credit: two hours each semester.

A practical study of the medieval modes and the vocal polyphony of the sixteenth century, leading to an introduction to the eighteenth century invention and fugue forms. A thorough understanding is obtained by analysis and writing, using representative works by Palestrina, Lassus, J. S. Bach, and others as models.

Prerequisite: Music 21-22.

Offered 1953-1954 and alternate years.

Music 33-34—History of Music.

Three hours each week. Credit: three hours each semester.

A study of the history of music through analysis of the musical styles of the various periods. Recordings are used for illustrations.

Prerequisite: Music 11-12 or its equivalent.

Offered in 1954-1955, and alternate years only, unless the demand is sufficiently great.

Music 41-42—Form, Analysis, and Composition.

Two hours each week. Credit: two hours each semester.

A study of the structural elements of musical form and harmonic rhythm. Analysis and writing of cadences, motives, phrases, periods, simple song-, rondo-, variation-, and sonata allegro forms. Examples are taken from representative works of eighteenth and nineteenth century composers.

Offered 1954-1955 and alternate years.

Music 43-44—Orchestration.

Two hours each week. Credit: two hours each semester.

First semester: A practical study of all the orchestral instruments.

Second semester: Exercises in making simple arrangements for small and large orchestras.

Offered on sufficient demand.

Music 45-46—Music Literature.

Two hours each week. Credit: two hours each semester.

An intensive study of the literature of music. This course is especially designed for majors in music history and literature.

Offered in alternate years only on sufficient demand.

Music 47—Opera.

Two hours class and one hour laboratory each week. Credit: two hours first semester.

Prerequisite: Music 11-12.

Music 48—Symphony.

Two hours class and one hour laboratory each week. Credit: two hours second semester.

Prerequisite: Music 11-12.

Offered in alternate years only upon sufficient demand.

See Education 25—Music for the Elementary School Teacher.

See Education 31—Elementary School Music Problems.

See Education 32—High School Music Problems.

APPLIED MUSIC COURSES

Credit for work in applied music is granted only after an examination at the end of each semester, in which students are required to play representative numbers from the more difficult studies or pieces of their respective grades in order to earn promotion to the next higher grade.

Appearance in student recitals is required at the discretion of the teacher.

Applied Music Credits: One semester hour is earned by taking one half-hour lesson with five hours of practice each week. Two semester hours credit are earned by taking two half-hour lessons with ten hours of practice each week. It is understood that the credits are not earned unless the prescribed standard of difficulty is earned.

Piano Major

Piano majors are required to take two half-hour lessons in piano each week during the four year course. It is recom-

mended that voice or a second instrument be studied at some time during the four years.

Entrance requirements: To enter the four year degree course in piano the student should be grounded in reliable technique. He should be able to play in a moderately rapid tempo (M.M. 100—four notes per beat) and parallel motion major and minor scales and arpeggios in octave position, and should have acquired systematic methods of practice.

He should have studied some of the standard etudes, such as Czerny, op. 299, book 1; Heller, op. 46 or 47; Bach, Little Preludes, a few two-part inventions, and compositions corresponding in difficulty to Haydn, Sonata No. 11, No. 20 (Schirmer); Mozart, Sonata No. 3 in C Major, No. 13 in F Major (Schirmer); or Beethoven, Sonata Op. 49, No. 1, etc.

Music 6—Piano (Freshman year).

Cramer, Studies; Bach, Three-part Inventions; Mozart, Sonatas C Major No. 3, F Major No. 13 (Schirmer); Beethoven, Sonatas, Op. 49 No. 1, Op. 14 Nos. 1 and 2, and other compositions of comparable difficulty.

Scales: Any major or minor scale to be played in thirds, sixths, and tenths, M.M.—quarter note = 112, in the following form:

Two octaves in eighth notes

Four octaves in sixteenth notes

Arpeggios: Any triad or dominant seventh to be played in all positions, hands together one octave apart, M.M. 112 per quarter note.

Music 7—Piano (Sophomore year).

Studies equivalent in difficulty to Czerny, Op. 740; Bach, Three-part inventions; sonatas equivalent in difficulty to Beethoven, Op. 10, No. 1 and 2, and Op. 14, No. 1; romantic and modern pieces.

All scales, triads, and seventh chords to be played in all positions and combinations, M.M. 120 per quarter note. The student should demonstrate his ability to read at sight hymns, folksongs, and other compositions of moderate difficulty.

Music 8—Piano (Junior year).

Materials equivalent in difficulty to Clementi, Gradus ad Parnassum; Bach, Well Tempered Clavichord; Beethoven, Op. 2, No. 1, 2, or 3; Concerto in C Minor; Mendelssohn, Concerto in G Minor; romantic and modern pieces; all scales and arpeggios. The student should demonstrate his ability to read at sight accompaniments and compositions of moderate difficulty.

Music 9—Piano (Senior year).

Materials equivalent in difficulty to Chopin: Etudes, Scherzi, Ballades, etc.; Beethoven: Sonatas equivalent in difficulty to Op. 31,

E flat; a classic or modern concerto; Bach: Well Tempered Clavichord, Suites, Partitas, Toccatas, etc.; classic, romantic, and modern pieces.

The student will prepare for final examination a recital program of serious content and adequate difficulty consisting of classic, romantic, and modern compositions; also a selection made by the examiners, preparation to be made in two weeks without any assistance from anyone. He should have had considerable experience in ensemble and should be a capable sight reader.

Voice Major

Voice majors are required to take two half-hour voice lessons each week during the four year course.

Voice majors are required to take one half-hour piano lesson each week until the grade 7 standard has been attained, after which the study of another instrument may be substituted or that of piano continued.

Membership in the choir during the four year course is an essential part of this major and, therefore, required.

Entrance requirements: To enter the four year degree course in voice the student should be able to sing standard songs and simple classics in good English, on pitch, with correct phrasing and musical intelligence. He should also demonstrate his ability to read a simple song at sight and a knowledge of the rudiments of music. Some knowledge of piano is required.

Music 1—Voice (Freshman year).

Correct physical and mental poise. Principles of breathing and breath control. Proper use of the organs of articulation. Study of vowels and fundamental essentials of tone production with such vocalises as may be deemed necessary for the individual student. Simple songs in English and Italian. (Piano 3)

Music 2—Voice (Sophomore year).

More advanced technique. Studies of diatonic and chromatic scales, legato, staccato, triplets, the simple trill, and other standard embellishments. Italian songs of the classic bell canto period leading to songs by Handel, Bach, Mozart, Weckerlin, Schubert, and Schumann, thus covering the classic and romantic periods. (Piano 4)

Music 3—Voice (Junior year).

Studies for maximum flexibility and velocity. Fundamentals of style and expression appropriate to each stylistic period. Recitative,

lyric, and dramatic examples from operas and oratorios by Bach, Handel, Mozart, Haydn, Gluck, as well as French and other songs from the works of modern composers.

Music 4—Voice (Senior year).

Study of the more difficult classic, romantic, and modern song literature, including songs in English, Italian, Latin, French, and German.

The student will prepare for final examination a recital program of serious content and adequate difficulty. He should have had considerable experience in ensemble and must be a capable sight reader.

Organ and Instrumental Majors

To enter the four year degree course as an organ major the student should have completed *Piano 6* or its equivalent. For standards consult the instructor.

Organ majors are required to take two half-hour organ lessons each week during the four year course and continue the study of piano until grade 7 has been attained, after which the study of voice may be begun. A minimum of one year of voice study and membership in the choir during the entire four year course are highly recommended.

To enter the four year degree course with a major in an orchestral instrument, the student should be grounded in reliable technique; he should be able to play scales and arpeggios at a moderately rapid tempo and should be prepared to play them, as well as one or more compositions, in order to give evidence of sufficient musical aptitude to make the course profitable. He should also have acquired methods of systematic practice. For specific standards consult the instructor.

Orchestral instruments, as secondary applied music subjects and as minor instruments for majors in Music Education, are taught in class groups. This method of class instruction may, then, be applied in teaching high school groups.

Music 35-36—String Class.

Two hours each week. Credit: one hour each semester.

A two semester course in the fundamentals of string technique.

Music 37—Woodwind Class.

Two hours each week. Credit: one hour each semester.

A one-semester course in the fundamentals of woodwind technique.

Music 38—Brass Class.

Two hours each week. Credit: one hour each semester.

A one-semester course in the fundamentals of brass technique.

Music 27-28—Class Voice.

Two hours each week. Credit: one hour each semester.

The course follows the same vocal exercises as private voice, but students have the opportunity of hearing each other and develop a faculty for constructive criticism. Exercises and songs are sung together and as solos.

This course is particularly useful for majors in Music Education with a minor in voice.

Music 19-20—Choir Training.

Five hours each week. Credit: No credit is given for choir in the first year; thereafter it carries one hour credit each semester.

Admission to the course is equivalent to membership in the A Capella Choir (see description under Student Activities). The course is an exceedingly practical one and is devoted entirely to the acquisition of a repertoire in music suitable for use in churches and other sacred gatherings. The various periods in the development of choral music are studied. Public performance is included for all members who become proficient. The work is especially adapted for prospective choir directors in churches and schools.

Music 23-24—Piano Methods.

Two hours each week. Credit: two hours each semester.

A course for future piano teachers consisting of a thorough investigation of teaching methods and teaching materials.

Offered only on sufficient demand.

Music 25-26—Voice Methods.

Two hours each week. Credit: two hours each semester.

A course for future voice teachers consisting of a thorough investigation of teaching methods and teaching materials.

Offered only on sufficient demand.

NATURAL SCIENCE

PROFESSORS CAMPBELL AND CROWNFIELD

Natural Science 11—The Physical World.

Three lectures and two hours of laboratory work each week.

Credit: three hours first semester.

(See tool courses.)

Natural Science 12—Human Biology.

Three lectures and two hours of laboratory work each week.

Credit: three hours second semester.

(See tool courses.)

Also listed as **Biology 12.****PHILOSOPHY**PROFESSOR MILNER, ASSOCIATE PROFESSOR KENT
AND ASSISTANT PROFESSOR FEAGINS

The aim of the courses in philosophy is to train the student in the attitude of reasoned inquiry into the more basic problems concerning himself and his world as a whole. Insofar as this may be accomplished through a relatively thorough study of what others think or have thought, students should have an appreciable grasp of the historical development of philosophical endeavor. On the other hand, the individual student's personal reflection in an effort to understand the significance of ultimate problems for his own experience and to deal with them as best he can for himself is of paramount importance in the study of philosophy, and students are encouraged to work out their own tentative conclusions.

The courses of study in this department are offered to students of three general types: (1) those who are interested in a broad but integrated appreciation and understanding of human culture; (2) those who wish to explore the rational foundations of particular subjects of special interest to them, and most importantly perhaps their major subject (e.g., the sciences, religion, languages and literature and art); (3) those who desire to major in philosophy, whether or not planning to pursue graduate work in this field.

A major in Philosophy includes *Philosophy 10, 11, 12, 28, 31, 33, 35 and 36*. Either *Philosophy 26* or *30* may be taken in place of any one of the last five of these courses.

Philosophy 10—Introduction to Philosophy.

Three hours each week. Credit: three hours either semester.

A study of the fundamental problems of philosophy, emphasizing the importance of philosophical thinking for man's everyday experience; an examination of typical ideas and systems of ideas in terms of which men have sought to solve these problems.

Note: this course should be taken prior to any other courses in Philosophy; when this is not possible it should be taken concurrently with the first of other courses taken. This general rule does not apply to students who take only *Philosophy 24* and *Philosophy 41-42*, the core-curriculum courses in this department required of all students.

Offered each semester each year.

Philosophy 11—Ethics: The Theory of Morals.

Three hours each week. Credit: three hours first semester.

A critical study of the chief theories of the nature and principles of moral living, with regard to both the good(s) valued and sought by man and the right way of acting (duty, the ought).

Offered each year.

Philosophy 12—Logic: the Principles and Problems of Rational Belief.

Three hours each week. Credit: three hours second semester.

A study of the rational foundations of clear discourse and valid inference and their application to communication and reasoning in everyday life and the sciences; an introduction to the principles and problems of the methods of proof used in the empirical sciences.

Offered each year.

Philosophy 24—Aesthetics; Appreciation of Art.

Three hours each week. Credit: three hours second semester.

(See cultural-resource courses).

Offered each year.

Philosophy 26—The Philosophy of Pacifism and Conscientious Objection.

Three hours each week. Credit: three hours second semester.

An analysis of the several forms of pacifism and conscientious objection to war; a consideration of the many philosophical problems raised by these forms; and an attempt to work out a systematic rational defense for and incentive to a modern positive peace testimony consonant with the best traditions and principles of the Society of Friends.

Offered 1953-1954 and alternate years.

Philosophy 28—The Dialogues of Plato.

Three hours each week. Credit: three hours second semester.

The aim of this course is to acquaint students with the major number of Plato's Dialogues. The emphasis will be on the content of the dialogues and the implications of the ideas expressed therein.

For students of philosophy and students of literature.

Not open to freshmen.

Offered 1954-1955, and alternate years.

Philosophy 30—Christian Ethics.

Three hours each week. Credit: three hours the semester offered.

A systematic and critical study of Christian ethics. Distinctions between Christian and philosophical ethics; sources of Christian morality; development in history, including the social gospel movement; the Christian ethic applied to major problems of individual and social conduct.

Philosophy 31—Philosophy of Religion.

Three hours each week. Credit: three hours first semester.

An inquiry into the nature of religion, the meaning of primary religious concepts, and the relation of religious knowledge to other knowledge.

(Also listed as *Religion 31.*)

Offered 1954-1955, and alternate years.

Philosophy 33—Philosophy of Art.

Three hours each week. Credit: three hours first semester.

An analysis of the various aspects of the aesthetic experience; the forms of beauty; the differentia of the arts; the nature of creative imagination; the problem of standards of taste; the relation of the artist to the community. A rapid survey of theories of art and beauty from Plato to Croce.

Offered 1953-1954, and alternate years.

Philosophy 35—The History of American Philosophy.

Three hours each week. Credit: three hours first semester.

This course traces the development of American philosophical thought from colonial America to modern times. Special emphasis will be placed on social and political thought.

Offered 1954-1955, and alternate years.

Philosophy 36—Philosophy of Science.

Three hours each week. Credit: three hours second semester.

A critical examination of the fundamental assumptions, methods, concepts, problems, and philosophical implications of present-day natural science; a consideration of the limitations of scientific explanation as such, and of the relation of science to art, religion, and history.

Offered 1953-1954, and alternate years.

Philosophy 41-42—A Survey of Religious and Philosophical Thought.

Three hours each week. Credit: three hours each semester.

(See cultural-resource courses.)

Offered each year.

Philosophy Seminar.

Two hours each week. Credit: One hour each semester.

Individual and group reading and discussion of selected material—particularly from current journals—dealing with special topics of contemporary interest.

Required of all juniors and seniors majoring in philosophy, and open to all minoring in philosophy; open to all others at the discretion of the department.

PHYSICAL EDUCATION

The work in the Department of Health and Physical Education is in two divisions, one for men and one for women. Each student is required to make eight hours credit in this department before graduation, with the limitation that one hour must be made each semester that the student is in residence.

It is recommended by the department and the college physicians that all new students have typhoid and smallpox vaccinations before they enroll.

A major in Physical Education is offered for men.

Health and Physical Education for Men

ASSISTANT PROFESSORS MAYNARD AND MEREDITH

It is the aim of this department to develop the organic systems of the individual and maintain a state of development that will assure maximum efficiency at all times; to create interest in and a favorable attitude toward physical activity of the recreational type; to develop sufficient skill in a number of activities that the individual may use throughout life; to develop attitudes, standards, and ideals so that the individual may be of service to society and get the greatest satisfaction out of life.

The program of the Department of Physical Education consists of four divisions:

(a) The intercollegiate sports, which are football, basketball, baseball, track, and tennis.

(b) The intramural program, which is made up of the following activities: tag football, basketball, softball, tennis, volleyball, and golf.

(c) The required program, which consists of instruction in hygiene and the activities connected with physical education and practice in these fields. All students are required to provide themselves with gym shoes and a gym uniform.

(d) The academic courses which lead to a major in Physical Education, or a minor; enabling young men to prepare themselves for high school coaching positions or similar work in athletics at industrial plants or Y.M.C.A.'s.

Each student is given a thorough physical examination and is placed in those activities which are in keeping with his physical condition.

It is recommended that all students interested in completing a major or a minor in Physical Education confer with the Physical Education Department for details on the correct courses to take.

Physical Education 17-18M—A Service Course for Freshmen.

Three hours each week. Credit: one hour each semester.

This course offers fundamental skills in individual and team sports according to the sport in season.

Required of all freshmen.

Physical Education 23-24M—A Service Course for Sophomores.

Three hours each week. Credit: one hour each semester.

Fundamental and advanced skills in team sports and individual sports throughout the year.

Required of all sophomores.

Physical Education 39-40M—A Service Course for Juniors.

Three hours each week. Credit: one hour each semester.

Required of all juniors.

Physical Education 43-44M—A Service Course for Seniors.

Three hours each week. Credit: one hour each semester.

Required of all seniors.

Physical Education 15M—Personal Hygiene.

Three hours each week. Credit: three hours first semester.

This course aims to give the student a knowledge of the systems of the body, and instill into the student the proper attitude toward the human body that will result in a more wholesome life for the individual. This course is set up to give the student majoring in physical education a basic knowledge of health and hygiene.

Physical Education 16M—Community Hygiene.

Three hours each week. Credit: three hours second semester.

This course contains material on health as related to the whole community, such as, sanitation of the water supply, occupational and environment health hazards, health agencies and their work. This course is another basic health education course for the major in Health and Physical Education. A standard Red Cross course is included.

Physical Education 25M—Principles of Physical Education.

Three hours each week. Credit: three hours first semester.

In this course the student is given a thorough knowledge of the background of Physical Education showing the way in which Physical Education is organized on various other fields of study.

Physical Education 26M—Organization and Administration of Physical Education and Athletics in Public Schools and Colleges.

Three hours each week. Credit: three hours second semester.

It is the aim of this course to acquaint the student with the various problems that confront a coach or athletic director in his work. Problems of schedule making, equipment buying and legal aspects are among those included.

Physical Education 27M—Recreational Games for Teachers in Public Schools and Colleges.

Two hours each week. Credit: two hours first semester.

Offered to majors and minors in Health and Physical Education, beginning their sophomore year.

Physical Education 28M—Theory, Technics and Skills in the Coaching of Basketball, Track and Field Events.

Two hours each week. Credit: two hours second semester.

Offered to majors and minors in Health and Physical Education, beginning their sophomore year.

Physical Education 29M—Theory, Technics and Skills in the Coaching of Football.

Two hours each week. Credit: two hours first semester.

Offered to majors and minors in Health and Physical Education, beginning their junior year.

Physical Education 30M—Methods, Materials and Practice in Tumbling, Gymnastics, and Wrestling.

Two hours each week. Credit: two hours second semester.

Offered to majors and minors in Health and Physical Education, beginning their sophomore year.

Physical Education 37M—Methods, Materials and Practice in Soccer, Speedball, Swimming, Volley Ball, and Badminton.

Two hours each week. Credit: two hours first semester.

Offered to majors and minors in Health and Physical Education, beginning their sophomore year.

Physical Education 38M—Skills, Technics and Methods in Coaching Baseball.

Two hours each week. Credit: two hours second semester.

Offered to majors and minors in Health and Physical Education, beginning their sophomore year.

Physical Education 35M—Individual Physical Education.

Three hours each week. Credit: three hours second semester.

In this course, the student is made familiar with various methods of treating athletic injuries as well as several programs of corrective exercises for public schools and colleges.

Physical Education 47M—Anatomy (Human)*.

Three hours each week. Credit: three hours first semester.

This course offers a study of the bones, the muscles, the nerves, and the various organs of the human body according to structure.

Offered 1953-1954, and alternate years.

Open only to juniors and seniors majoring in Physical Education.

Physical Education 48M—Physiology*.

Three hours each week. Credit: three hours second semester.

This course offers a study of the various systems of the body from a functional standpoint.

Offered 1953-1954, and alternate years.

Open only to juniors and seniors majoring in Physical Education.

Health and Physical Education for Women

ASSISTANT PROFESSOR REYNOLDS

It is the purpose of the department of physical education for women to provide activity for all women students, to offer instruction in activities suitable for use in leisure time, to select activity through which may be developed improvement in neuro-muscular coordination, to encourage activity which provides for maximum organic efficiency, and to promote attitudes of individual and group co-operation.

The student is given a medical examination each year and activities are adjusted to the individual on the basis of results of this examination.

All students are required to provide themselves with tennis shoes and two regulation gym suits. These may be purchased in the fall at Guilford College.

Extra-curricular activities in this field are initiated, planned, and executed by the cabinet of the Woman's Athletic Association in co-operation with this department.

Physical Education 11-12W—A Service Course for Freshmen.

Three hours each week. Credit: one hour each semester.

*Anatomy and Physiology are given by the Biology Department.

The student is introduced to a varied program of activity including individual sports, team sports, rhythms, stunts, gymnastics, and self-testing activities.

Required of all freshmen.

Physical Education 21-22W—A Service Course for Sophomores.

Three hours each week. Credit: one hour each semester.

The student may elect from the activities introduced in the Freshman Service Course, the activity in which she would like additional instruction and participation.

Required of all sophomores.

Prerequisite: Physical Education 11-12.

Physical Education 31-32W—A Service Course for Juniors.

Three hours each week. Credit: one hour each semester.

The student may elect from the activities introduced in the Freshman Service Course, the activity in which she would like additional instruction and participation. Not more than two semesters of any one activity may be presented for credit.

Required of all juniors.

Prerequisite: Physical Education 11-12.

Physical Education 41-42—A Service Course for Seniors.

Three hours each week. Credit: one hour each semester.

The student may elect an activity in which she would like additional instruction and participation. Not more than two semesters of any one activity may be presented for credit.

Required of all seniors.

Prerequisite: Physical Education 11-12.

Physical Education 19-20W—Individual Physical Education.

Three hours each week. Credit: one hour each semester.

This course, for students so advised by the college physician, is taken in place of regular physical education classwork. Activity is determined on the basis of individual need.

Required of all students advised by the college physician to substitute limited activity for regular physical education.

Physical Education 13W—Personal Hygiene.

One hour each week. Credit: one hour first semester.

A course designed to place before the student functional information on health which will enable her to determine well-balanced standards

of living with concern for herself, the immediate group in which she lives, and her community.

Required of all freshmen.

Physical Education 36W—Leadership in Recreation.

Two hours each week. Credit: two hours second semester.

Attitudes and skills for leadership; procedures and practice in conducting group recreation; survey of materials available. An elective course open to all students who have interest in developing skills for recreational leadership.

Offered 1953-1954, and alternate years.

Physical Education 45W—Practices and Procedures for Health in Elementary Schools.

Two hours each week. Credit: two hours first semester.

A study of concepts of health; qualifications of health education leaders; age level characteristics; scope of health education; school environment; health service in the school; related health agencies; health instruction; testing outcomes in health education. Required by the State Department of Public Instruction for certification as an elementary school teacher.

Offered 1954-1955, and alternate years.

Physical Education 46W—Practices and Procedures for Physical Education in Elementary Schools.

Two hours each week. Credit: two hours second semester.

An application of the principles of physical education in the elementary school; introduction to and practice of teaching techniques; practice in administering the state course of study for physical education in elementary schools; activities suitable to minimum space and equipment. Required by the State Department of Public Instruction for certification as an elementary school teacher.

Offered 1954-1955, and alternate years.

PHYSICS

PROFESSOR PURDOM

The courses in Physics are designed so as to present to the student an important division of knowledge and an opportunity to participate actively in experimental investigations.

The Department has arranged the courses so that a student may prepare for a career in the fields of applied engineering physics; for further study at a graduate level; and for specialization in the field of science teaching.

The study of mathematics is strongly urged as a related subject, as the methods of the calculus are used in all of the

advanced courses. It is recommended that students who intend to major in Physics take *Chemistry 11-12* in their freshman year and *Chemistry 21-22* and *31* during their college course.

Physics 11-12—General Physics.

Three lectures and four hours of laboratory each week.

Credit: four hours each semester.

This course presents the basic phenomena of physics for students of chemistry, biology, physics and engineering science. Strong emphasis is placed on quantitative concepts in the various subdivisions of mechanics, heat, electricity and light, and laboratory exercises are provided to measure many of these.

Prerequisite: Mathematics 14 or 15.

Physics 11-12 is a prerequisite for all advanced courses in the Physics Department.

Physics 21—Physical Optics.

Lectures and laboratory exercises each week. Credit: three hours first semester.

A theoretical and laboratory study of the optical phenomena associated with the propagation of electromagnetic waves; velocity, refraction, reflection, diffraction and its associated gratings, interference and polarization. Elementary studies in the field of spectroscopy.

Offered 1953-1954, and alternate years.

Physics 22—Mechanics.

Three lectures each week. Credit: three hours second semester.

Analytical mechanics, treating the statics, kinematics and dynamics of particles and rigid bodies. Various problems in the use of calculus and vector methods in mechanical systems.

Offered 1953-1954, and alternate years.

Physics 31-32—Electricity and Magnetism.

Lectures and laboratory exercises each week. Credit: three hours each semester.

Lectures and experiments concerning precision electrical measurements, potential, capacitance, thermoelectricity, magnetic fields, inductance, and alternating current circuits. Elementary electronics, such as study and application of vacuum tubes and a number of circuits employing them.

Offered 1954-1955, and alternate years.

Physics 41-42—Atomic Physics.

Three lectures each week. Credit: three hours each semester.

An introduction to the modern theory of the structure of matter and the nature of radiant energy based upon experimental investigations in the fields of discharge through gases, radioactivity, photoelectricity, X-ray, thermionic emission, particle accelerators and nucleonics.

Physics 49—Physics Seminar.

Credit to be determined by the nature and quantity of study completed.

Intended only for those students majoring in Physics.

PSYCHOLOGY

ASSOCIATE PROFESSOR MILNER AND
ASSISTANT PROFESSOR FEAGINS

The purpose of the work in psychology is to guide the student into an understanding of the fundamental characteristics of human behavior, to help the student apply the knowledge of these laws of behavior in solving problems of personal adjustment to the environment in which he lives, to meet the ever-increasing demand for leaders who have psychological training, and to interpret education in terms of integrated personalities.

Psychology 21—General Psychology.

Three lectures and two hours of laboratory each week. Credit: three hours first semester.

(See cultural-resource courses.)

Prerequisite for all other psychology courses.

Psychology 22—Child Psychology.

Three hours each week. Credit: three hours second semester.

This course is a study of the development of the child in a modern democratic culture. It will show the constant interplay between maturation and acculturation as they affect the growing child. The mental growth characteristics of the child's first fourteen years are carefully analyzed. Age norms are established for orientation and interpretive purposes. The main emphasis, however, is upon the guidance of each individual child so that he may become a well integrated personality.

Psychology 23-24—General Experimental Psychology.

One lecture and four hours of laboratory each week during the year. Credit: three hours each semester.

A laboratory course applying experimental method to psychological problems. A study of the principles of quantitative thinking and of considerations basic to psychological measurement, experimental design, and analysis of data. Training in the design, execution, and interpretation of experiments. Such topics as psychophysics, perception, motivation, frustration, conflict, transfer, learning, and memory are included.

Psychology 31—Personnel Psychology.

Three hours each week. Credit: three hours first semester.

This course is an application of psychological principles to vocational guidance, vocational selection, and personnel work. Special training will be given in the techniques of individual analysis—the interview, methods of formulating case histories, testing (group and individual, instrumental and paper and pencil, aptitude and achievement)—and in job and occupational analysis and classification.

Offered 1953-1954, and alternate years.

Psychology 32—Educational Psychology.

Three hours each week. Credit: three hours second semester.

The purpose of this course is to acquaint the student with the more important findings of experimental psychology, particularly as related to the learning process. Original tendencies, impulses, mental characteristics, laws of learning, transference of training, individual differences, exceptional children, such psychological problems as concern the teacher, will receive attention.

Prerequisite: Psychology 22.

Psychology 41—Psychology of Personality.

Three hours each week. Credit: three hours first semester.

A study of the factors underlying the development and integration of personality. The course emphasizes the importance of motivation, learning, and re-education.

Offered 1954-1955, and alternate years.

Psychology 42—Abnormal Psychology.

Three hours each week. Credit: three hours second semester.

A study of the abnormalities of human behavior and of the causes and conditions of their development. Special consideration will be given to principles of prevention of maladjustment.

Offered 1953-1954, and alternate years.

Psychology 43—Psychological Testing.

Three hours each week. Credit: three hours first semester.

A study of the techniques of the administration, the interpretation, and the application of individual tests. Students are given enough practice in testing individuals to gain proficiency.

Offered 1953-1954, and alternate years.

Psychology 45—Current Psychologies: Psychoanalytical, Gestalt, and Field-Theoretical.

Three hours each week. Credit: three hours first semester.

Following a rapid survey of the history of psychology, this course considers the fundamental principles and methodologies of (1) psychoanalytical psychology as systematized by Freud, (2) Gestalt psychology

as represented by Koehler, and (3) field-theoretical psychology as developed by Lewin.

Offered 1954-1955, and alternate years.

Psychology 46—Social Psychology.

Three hours each week. Credit: three hours second semester.

This course deals with the various psychological factors which operate to determine the behavior of individuals and groups in social relationships; the dynamics of leadership, social conflict, social maladjustment, education, race and other minority-group relations.

It is recommended that the student complete Psychology 45 before taking this course.

Offered 1954-1955, and alternate years.

Psychology—Seminar.

Two hours each week. Credit: one hour each semester.

The seminar in psychology is planned to increase the knowledge of psychological concepts, to present studies in the field, and to unify the work of the department. Students will present special areas of investigation; some will give oral reports, others carefully prepared papers. It is hoped to produce by this procedure special insight and understanding of their major field.

Required of all juniors and seniors majoring in psychology.

RELIGION

PROFESSOR CROWNFIELD, ASSOCIATE PROFESSOR KENT
AND ASSISTANT PROFESSOR MOORE

The Department of Religion offers courses to those who are interested in Bible study and religious values for their own development as well as to those who wish to prepare for specific service in religious education and in the ministry. A few courses are arranged especially for those who are expecting to engage in the ministry among Friends or who are otherwise interested in the history and work of Friends. Special programs are available for young women planning to become church secretaries or directors of religious education.

A major in religion must include *Religion 35-36* and at least six hours chosen from *Religion 11, 12, 21, 22*; six hours from *Religion 37-38, 43-44*, six hours from *Religion 33-34, 47-48*, as well as *Religion 26* and *31*.

Students majoring in religion are expected to participate in the Religion Seminar and to pass in their senior year a comprehensive examination covering the various aspects of

religious study, including knowledge of the Bible, religious history and the fundamental principles of religious thought and practice.

To members of the Society of Friends who wish to be better prepared to assume the ordinary responsibilities of members of the Society it is suggested that they take a minor in Religion, to consist of the following courses: 15, 37-38, 26, 47-48, in addition to the required survey course.

Those who wish to teach religion in the public schools will meet the public school requirements by taking six hours of Old Testament, six hours of New Testament, and nine hours of electives, in addition to the education courses required for teaching.

Religion 11—Old Testament: The Prophets.

Three hours each week. Credit: three hours first semester.

A study of the prophets and their message in relation to their times, with a consideration of their permanent significance.

Religion 12—Life and Teachings of Jesus.

Three hours each week. Credit: three hours second semester.

The historical problems involved in the study of the life and teachings of Jesus are considered, but the main emphasis will be on the content of the teaching.

Religion 15—History and Principles of the Society of Friends.

Three hours each week. Credit: three hours first semester.

The impulse which produced the Society of Friends, and how it spread and found expression under various conditions.

Religion 21—New Testament: Epistles and Johannine Writings.

Three hours each week. Credit: three hours first semester.

The epistles of Paul, other epistles, and the writings bearing the name of John are considered in relation to their environment and as to their permanent significance.

Offered 1953-1954, and alternate years.

Religion 22—Old Testament: Law, History and Writings.

Three hours each week. Credit: three hours second semester.

This course is a study of the three important sections of Biblical

literature usually designated as Law, History and Writings, as contrasted with the main stream of prophets.

Offered 1954-1955, and alternate years.

Religion 26—Worship.

Three hours each week. Credit: three hours second semester.

The nature and function of worship, both public and private, including the reading of a number of the classics of devotional literature.

Religion 31—Philosophy of Religion.

Three hours each week. Credit: three hours first semester.

An inquiry into the nature of religion, the meaning of primary religious concepts, and the relation of religious knowledge to other knowledge.

At least three hours work in Religion and three hours in Philosophy are presupposed.

Offered 1954-1955, and alternate years.

Religion 33-34—Principles and Practices in Christian Education.

Three hours each week. Credit: three hours each semester.

This study analyzes the concepts of education which are religious in character and specifically Christian. Its purpose is to clarify the ideas on which Christian education is based and to study the forms and methods by which Christian faith is kindled.

Either semester may be taken without the other.

Offered 1954-1955, and alternate years.

Religion 35-36—The Development of Religion in the Bible.

Three hours each week. Credit: three hours each semester.

(See Survey Courses.)

Religion 37-38—History of Christianity.

Three hours each week. Credit: three hours each semester.

A survey of the history of Christian thought and institutions from the beginnings to the present day.

Either semester may be taken without the other.

Offered 1953-1954, and alternate years.

Religion 43-44—History of Religions.

Three hours each week. Credit: three hours each semester.

The chief religions of the world, ancient and modern, are studied with reference to the development of their concepts of the essential nature and proper expression of what constitutes religion.

Either semester may be taken without the other.

Offered 1954-1955, and alternate years.

Religion 47-48—Religion in the Contemporary World.

Three hours each week. Credit: three hours each semester.

A consideration of the intellectual, personal and social problems involved in being religious today. It will include in the first semester such questions as the existence and nature of God and his relation to man and to the world. In the second semester such topics as Peace, Labor, Marriage, and the Ecumenical Movement will be discussed in the light of Christian principles.

Either semester may be taken without the other.

Offered 1953-1954, and alternate years.

Religion Seminar.

Two hours each week. Credit: one hour each semester.

The religion seminar is intended to broaden and deepen the student's understanding of the meaning of religion. The work in the first semester each year is designed to meet the needs of beginning students and deals with the lives of religious leaders past and present. The second semester is planned for upperclassmen and deals with important trends in current religious thought.

Religion majors are required to participate twice in the first semester program and twice in the second.

SECRETARIAL COURSES

MRS. PARSONS

This group of courses is designed to meet the needs of two groups of students: (1) students who plan to do office work before completing a college course; (2) students who desire practical training for office work along with their college course.

Business 11-12—Typewriting (Elementary).

Three hours each week. Credit: two hours each semester.

The full course must be completed before credit will be allowed.

Business 13-14—Shorthand Theory (Gregg Functional Method).

Five hours each week. Credit: three hours each semester.

The full course must be completed before credit will be allowed.

Prerequisites: Business 11-12 or equivalent should precede or be taken concurrently.

Business 15-16—Advanced Typing (Production Work)

Three hours each week. Credit: two hours each semester.

Prerequisite: Business 11-12 or equivalent.

Business 18—Secretarial Accounting.

Four hours per week. Credit: two hours second semester.

Business 21-22—Advanced Shorthand and Typewriting—Transcription.

Five hours each week. Credit: three hours each semester.

Development of transcription skill with emphasis on mailable transcripts.

Prerequisites: Business 11-12 and 13-14.

The secretarial courses will be integrated with, and supplemented by, courses given at the Greensboro Evening College Division.

SOCIOLOGY

PROFESSORS LOVEJOY AND DINKEL,

ASSOCIATE PROFESSOR MILNER

AND ASSISTANT PROFESSORS STAFFORD AND THIELMAN

The Sociology Department aims to help students explore the best materials available at present on social interaction, group relationships, and cultural dynamics. The importance of recently developed reliable techniques of research and analysis is recognized and emphasized, but there is also clear recognition of the present limitations of knowledge in the social studies.

Students who plan to take graduate work in law, religion, politics, social research, professional social work, etc., are especially invited to major in this field. Those who do not plan graduate work but are interested in increasing their understanding of human relations, social organization and problems are also welcomed. Persons contemplating relief or rehabilitation work should find an undergraduate major in this field helpful.

Considerable flexibility in working out programs to meet individual needs is possible. Each student plans his total program in personal conferences with his advisers.

Courses—unless otherwise indicated—are open to non-majors. The department is anxious to be as helpful as possible to students majoring in related fields and any students who may elect these courses to broaden their cultural horizon.

The department feels that a frank admission that its teaching staff is striving to further the use of scientific knowledge in the service of humanitarian and Christian values and those of the Society of Friends does not conflict with efforts to be objective and “scientific.”

Sociology 20—The Social Sciences—Introductory.

Three hours each week. Credit: three hours.

This course considers the development of scientific approach to the study of society, the culture concept, basic western institutions, problems of socialization and personality adjustment, and social responsibility. It includes units on the social testimonies of the Society of Friends and on efforts at relief and rehabilitation—national and international.

Sociology 21—Principles of Sociology.

Three hours each week. Credit: three hours first semester.

This course is designed to acquaint the student with the processes of society, to give him some insight into the meaning of groups, community, culture, personality, types of social organization, process of social interaction, phases of social control, and social change.

Sociology 22—Social Problems.

Three hours each week. Credit: three hours second semester.

This course embodies a study of some of the major social problems of contemporary society: family disorganization, transiency, the social problems of industry, housing, special rural and urban problems, poverty, personal disorganization, racial and ethnic conflict, and international disorganization.

Sociology 23—Rural Sociology.

Three hours each week. Credit: three hours first semester.

A study of rural sociology in contemporary America, emphasizing case studies of rural communities where creative community organization—especially under the leadership of religious groups—is at work.

Offered 1953-1954, and alternate years.

Sociology 24—Marriage and the Family.

Three hours each week. Credit: three hours second semester.

A study of practical problems of marriage, parenthood, and the family in our contemporary society.

Sociology 27—Introduction to Human Ecology and Urban Sociology.

Three hours each week. Credit: three hours first semester.

A review of the methods and more important findings of ecological studies with emphasis upon work in metropolitan districts and larger cities.

Offered upon sufficient demand.

Sociology 31—Anthropology (Paleontology, Archaeology, and Prehistory)

Three hours each week. Credit: three hours first semester.

A study of social origins and the earliest stages of growth of important human institutions, invention, diffusion of culture traits, etc.

Offered 1954-1955, and alternate years.

Sociology 32—Cultural Anthropology.

Three hours each week. Credit: three hours second semester.

A comparative study of cultures with emphasis on socialization and personality formation and social organization at various levels—especially modern primitive. Social institutions are compared, with effort at understanding, critical evaluation, and appreciation of other ethnic groups, their cultures, and their problems. Study is made of the application of anthropological methods to subdivisions of modern western society.

Offered 1954-1955, and alternate years.

Sociology 33—Southern Regions.

Three hours each week. Credit: three hours first semester.

An investigation of the southern regional culture and its relation to the culture of the United States. A study is made of physical and human resources in these regions and of development pointing toward a greater realization of inherent capacities of the southern regions.

Offered 1953-1954, and alternate years.

Sociology 34—Crime and Delinquency.

Three hours each week. Credit: three hours second semester.

A study of the nature and causes of delinquency and crime; an analysis of the theory and methods of treatment.

Offered 1953-1954, and alternate years.

Sociology 35—Forms of Social and Relief Work (History and Analysis).

Three hours each week. Credit: three hours first semester.

This is a non-professional course, though it is hoped that it may interest some students in social or relief work as a profession. A

developmental history and description of public and private social service agencies, of case work, group work, community organization, emergency and disaster relief.

Offered 1954-1955, and alternate years.

Sociology 36—Racial and Ethnic Relations.

Three hours each week. Credit: three hours second semester.

A review of attempts to study racial and ethnic differences, attitudes, and relations. A study of the present status of racial and ethnic groups in the Americas.

Offered 1953-1954, and alternate years.

Sociology 38—Introduction to Social Research Methods.

Three hours each week. Credit: three hours second semester.

An historical study of social surveys and of modern survey methods; the general use of methods of scientific social research—the schedule, questionnaire, case study method, ecological techniques, culture group and community studies, study of social institutions, elementary scaling, graphs, and statistical techniques.

Offered upon sufficient demand.

Sociology 40—Studies in Regional Sociology.

Three hours each week. Credit: three hours.

A review of methods of regional and culture area studies and some of the more significant conclusions from such studies in various parts of the world. Special consideration is given to implications for international social, cultural, and economic problems and for world organization.

Offered upon sufficient demand.

Sociology 41-42—Research or Field Work in Sociology.

Credit to be determined.

A problem in social investigation under the direction of the instructor or properly supervised and reported experiences in human relations: tension reduction efforts, small group or community organization projects, institutional service or work camp experiences.

Prerequisite: Sociology 38 and/or special permission.

Sociology 43—Educational Sociology.

Three hours each week. Credit: three hours first semester.

The function and operation of various institutions and agencies of intergroup relationship operating within a community. The role of the school will be stressed. Considerable attention will be given to the

methods and materials of intergroup education as techniques for building "bridges of understanding" between differing groups of people.

Prerequisite: Six hours in sociology or permission of the department.

Sociology 44—Educational Sociology.

Three hours each week. Credit: three hours second semester.

A continuation of *Sociology 43*, with major emphasis given to action techniques.

Prerequisite: Nine hours in sociology or permission of the department.

Sociology Seminar.

Two hours each week. Credit: one hour each semester.

An effort to supplement formal courses with current material from sociological and social casework journals. Reports, discussions, occasional visiting lecturers. Major topics to be selected according to the needs and interests of the group.

THE SOCIAL ENVIRONMENT

Underlying the whole Guilford College program is the conviction that education is not a mere process of accumulating a specified number of credit hours, often representing an assortment of unrelated courses, and exchanging them for a diploma. Education is a process of growth; it can be neither streamlined nor mass-produced. Education implies the "drawing-out" of all the latent capacities, physical, moral, and spiritual as well as intellectual, that lie within each individual.

This drawing-out of each individual's capacities by teaching him to think clearly and express himself adequately, by introducing him to the cultural and spiritual heritage of the past, and by orienting him in the world of the present, constitutes the goal toward which Guilford undertakes to direct the whole college experience of the student.

Naturally, the chief part of this experience is formal classroom instruction organized in terms of courses, for the unbroken pattern of human knowledge must often be divided artificially into segments for the purpose of intensive study. Guilford seeks to place the emphasis, however, not upon the courses themselves but upon the larger educational objectives toward which the courses are directed. This crucial change of emphasis tends to break down the old distinctions between learning in class and learning outside and makes it possible for all parts of the college program to contribute to the student's educational experience. Chapel programs, the Friday evening lecture series, visits by special outside speakers, and the resources of films, records and radio are utilized to enrich the total educational program. Able students are encouraged to undertake various forms of independent study, which are discussed in greater detail below. Further enrichment of the total educational program comes through the various organized student activities, which are also described below.

ATHLETIC ASSOCIATIONS

The athletic associations are organized for the purpose of fostering and encouraging the athletic interests at the college

and of assisting in the work of the department of physical education.

The Athletic Association for Men

All intercollegiate athletics are under the general supervision of the Physical Education Director for Men and the Faculty Committee on Athletics, in co-operation with the Athletic Association for Men.

The Athletic Council is composed of the Faculty Committee on Athletics, the Physical Education Director for Men, officers of the Athletic Association and the managers of the teams. This council elects the managers of the teams, decides all important questions relating to athletics, and makes the financial appropriations for athletic purposes.

The Alumni Committee on Athletics acts in an advisory capacity to the Athletic Association.

Important Regulations

Athletic contests are promoted for the benefit of regularly classified students only, and only such students are permitted to represent the college in any athletic contest.

No student shall participate in any athletic contest who has not made a grade of C in at least nine hours of the work of the semester previous to that in which the contest occurs.

No student who registers after October first shall play on any college team during the first semester; nor shall any student who registers after February 10th of any year become a member of a team during the second semester.

All schedules of games must be submitted to the Faculty Committee on Athletics for approval before final arrangements are made.

Women's Athletic Association

The purpose of this association is to provide an optional program of activities offering recreational participation in the activities in which fundamental skill has been acquired in physical education classes.

In coöperation with the Department of Health and Physical Education for Women, the Women's Athletic Association con-

ducts extra-curricular sports on an intramural basis throughout the year. Tournaments are organized on an inter-class basis in both team and individual sports. Extramural competition is afforded by occasional playdays and sports days. May Day and some social events are added projects of this group. Co-recreational tournaments in tennis and badminton are also sponsored by them.

Every girl in school is eligible for membership in the Association. Awards are made on a plan whereby the standards for them are attainable by any student. The cabinet consists of the following elected officers: President, Vice-President, Secretary-Treasurer, sports managers, equipment manager, dance manager, May Day chairman, publicity manager, cheerleader manager, and social chairman. These officers are elected in the annual spring elections held for all student offices.

MUSICAL ORGANIZATIONS

Guilford College Community Choral Society

The Choral Society is an organization of about 75 voices conducted by a member of the faculty and open to all students and members of the college community who may be interested in music. Ability to read a part and a fair quality of voice are required for entrance.

Experience in reading music and learning to interpret it according to the instructions of the conductor are the greatest values received. A concert is given annually.

The Fine Arts Club

Students who take applied musical subjects—piano, voice, violin, and organ—form the nucleus for this club. Other students interested in public performance are invited to join. The club holds biweekly meetings with programs given by the members, and students are criticized at the following lesson periods. Social occasions and open-house teas are held at seasonal times. Faculty sponsors meet with the club and help carry out the programs.

Band

The band was formed in fall of 1947 to play for football games. Since then it has also played for pep rallies and Chapel programs. It is made up of musicians who enjoy playing and want to keep the hard-won ability to play. Most of the members furnish their instruments but some school-owned instruments are available for use by band members. The library of the band contains not only marches, but overtures and novelty numbers. The band expects to accompany the football team on several trips each fall and participates in other school activities.

A Cappella Choir

This choir, which, as the name suggests, sings without accompaniment, is made up of the best voices of the college. Definite musical training is required before any member is permitted to sing in concert with the choir. In order to receive this training, inexperienced members are advised to take an introductory course in music. The choir made its initial appearance at Commencement, 1929. This was the first appearance of an organization of this kind in any southern institution.

In the many appearances which the choir has made there have been enthusiastic comments on the quality of tone, the harmony, and more especially on the sense of aesthetic values in the spiritual realm, which its members have been trained to experience and to communicate to others. It offers unusual opportunities for excellent training in the finest type of music, the sacred song, and also provides a splendid fellowship and an opportunity to carry a real message to the people of our country.

THE HONOR BOARD

The Honor Board, composed of student representatives chosen by the student governments and its two faculty advisers, is charged with the administration of the honor system as it applies to academic work.

THE DRAMATIC COUNCIL

The Dramatic Council is an executive board composed of faculty and student members who are interested in play production. It is organized to take charge of the presentation of two plays given annually by the students of the college. It has property rooms in Memorial Hall in which are stored the permanent equipment of the council. Points are awarded for satisfactory acting or assistance behind the scenes in the presentation of a play, and students become candidates for election to membership by acquiring eight points.

SCHOLARSHIP SOCIETY

The Guilford Scholarship Society was organized in 1937 (the centennial year of the College), and is for the expressed purpose of encouraging and recognizing high academic achievement. A student is elected to membership after his fifth semester provided he has established a quality average of 2.50.

THE STUDENT PUBLICATIONS

The Guilfordian, newspaper, published at intervals of two or three weeks, and *The Quaker*, the student yearbook, are edited and published by student staffs under the direction and sponsorship of faculty members designated by the administration. There is a separate staff for each publication. The various editors and managers of the two organizations are selected annually in the student elections by vote of the student body, but participation in some capacity is open to all students interested in the work of the publications.

STUDENT GOVERNMENT ASSOCIATIONS

The Men's Student Government and the Women's Student Government cooperate with the administration in all matters connected with student life both social and academic. The students elect their own representatives to the governing councils of these Associations.

THE STUDENT CHRISTIAN ASSOCIATION

The Young Men's and Young Women's Christian Associations of Guilford College were organized in 1889. In more recent years the two have been combined into one organization called the Student Christian Association, which is an accredited member of the National Student Christian Associations. During recent years Guilford students have served as president and chairman respectively of the North Carolina Student Christian Association and the Southern Region student Y.M.C.A. Continuing in the tradition of the earlier organizations, the Student Christian Association, with its faculty advisers, plans many of the religious and social activities of the campus. The Student Christian Association names a student member of the Committee on Convocations and participates in planning chapel programs.

Committees are appointed by the Student Christian Association to meet and welcome new students on their arrival at Guilford College and to give them every possible assistance in their orientation. The purpose of the Student Christian Association is to permeate with Christian influence every phase of college activity.

STUDENT AFFAIRS BOARD

The Student Affairs Board, made up of one representative from each student organization on the campus and a committee from the faculty, has the general oversight of the student activities of the college.

Limitation of Activities

In order to set a standard for the participation of students in various campus activities, each activity is given a point rating. These are shown in the table which follows:

Athletic Council—Men's Points

President	1
Secretary	1

Athletic Council—Women's

President	2
Vice-President	2
Secretary-Treasurer	2
Member	1

Athletic Teams—Men's
Cross Country, Tennis, Track,
Golf

Manager	2
Varsity squad	2

Baseball, Basketball, Football

Manager	3
Assistant Manager	2
Varsity squad	3
Junior varsity squad	1

Athletic Teams—Women's

Varsity squad	1
Second team	1

Cheerleaders

Head cheerleader	1
Member	1

Band

President	2
Member except President	1

Choir

President	2
Business Manager	2
Librarian	1
Member, if not registered for credit	3

Classes

President of any class	2
Chairman of Program Committee	2
Chairman of Social Committee	2

College Marshal

Member	1
--------------	---

Dramatics

Actor	2
President of Dramatic Council	2
Stage Manager	2
Member of Dramatic Council	1

Committee on Convocations

Member	1
--------------	---

Guilfordian

Editor-in-chief	4
Managing Editor	4
Business Manager	4
Associate Editor	2
Regular reporters	2
Minor staff members	1

Honor Board

Member	1
--------------	---

International Relations Club

President	2
Vice-President	1
Secretary	1
Treasurer	1

Quaker

Editor-in-chief	4
Managing Editor	3
Photograph Manager	3
Business Manager	2
Advertising Manager	2
Minor staff member	1

Representatives to Student Assembly

Member	1
--------------	---

Social Committee

Chairman	3
Member except Chairman	2

Student Affairs Board

President	3
Secretary	2
Member except President or secretary	1

Student Christian Association

President	3
Cabinet member except President	1

Student Council—Men's

President	3
Member except President	1

Student Council—Women's

President	4
House President	3
Secretary	2
Member except president, house president, or secretary	1

The number of activity points which a student may carry is governed by his quality average for the preceding semester and determined by the following schedule:

<i>Quality Average of Student</i>	<i>Points Allowed</i>
3.00	13
2.75	12
2.50	11
2.25	10
2.00	9
1.75	8
1.50	7
1.25	6
1.00	5

A student passing nine hours work with an average of "C", yet not having a quality average of 1.00, may carry three points only.

No student may hold more than one four-point office.

A student participating in major student activities must be registered for thirteen hours, must have his matriculation card signed by the proper official in the Treasurer's office and must have on file at the college a transcript of his record from the last school he attended. In addition, a student who has been previously enrolled in college must have an average grade of "C" in at least nine hours of college work during the preceding semester. If the student has been out of college for a time, the rule applies to the last semester he was in college. In case a student attends summer school as well as the regular session, his eligibility is determined by his combined average for the preceding semester and summer school. Such a student must have passed with an average grade of "C" three-fifths of the hours for which he was registered during the preceding semester and summer school.

A student who enrolls after October 1st will not be permitted to participate in major student activities during the first semester. A student who enrolls after February 10th will not be permitted to participate in major student activities during the second semester.

The foregoing regulations are on a semester basis except for the student who has been given the grade *Inc.* Such a

student will be readmitted to student activities when the instructor who gave the grade *Inc.* reports that the work has been satisfactorily completed, provided he then meets the grade requirement.

In connection with intercollegiate athletics, the rules of the North Carolina Intercollegiate Athletic Conference are to be observed in addition to the college regulations governing all extra-curricular activities.

Committees appointed to make nominations for officers of student organizations should confer with the Student Affairs Board to determine whether the proposed candidates are eligible to hold the offices.

ACADEMIC REGULATIONS

GRADING OF STUDENTS

A student's standing is determined by daily recitations, hour examinations, and final examinations. Reports are issued quarterly. At mid-year and at the end of the year the report covers the work for the whole preceding semester. The grades attained are indicated by letters, *A*, *B*, *C*, *D*, *Inc.*, and *F*.

A represents exceptional, *B* represents superior, *C* represents average, *D* represents passing attainment, *F* represents failure; *Inc.* represents incomplete, and shall be construed to mean that some part of the work has not yet been completed on account of conditions beyond the student's control. An *Inc.* not made up within a year automatically becomes an *F*.

A student may not be given a re-examination in a course at the end of the semester.

ABSENCES

All students, except sophomores, juniors and seniors who are on the honor roll, are required to attend classes regularly. When a student has a total of unexcused absences in one course equivalent to the number of credit hours in that course, he will be notified that one more absence will exclude him from the course and that the grade *F* will then be recorded. A student carrying less than twelve hours of academic work may not remain at the college except by special permission of the President. Students are allowed no absences, except those excused by the deans, three school days before and three school days after each vacation period. Students who are not passing nine hours with the average grade of *C* are allowed no absences except those excused by the deans.

Unavoidable absences on account of illness will be excused by the deans. Other unavoidable absences, except those necessary to represent the college in major student activities, must be arranged for with the deans in advance.

All students are required to attend chapel twice a week unless they have been excused by the proper committee.

When a student has two unexcused absences from chapel, he will be notified that the third will exclude him from college.

When a student has three unexcused absences from physical education, he will be notified that a fourth will exclude him from college.

LATE REGISTRATION AND CHANGING CLASSIFICATION

A student will not be allowed to register for either the first or second semester, or to change registration, later than one week after the first day of classes except by permission of the Committee on Counselling.

Classes already missed because of late registration or change of registration are counted as unexcused absences.

EXTRA HOURS

Only students who have passed all their academic work and made an average of *B* during the preceding semester are allowed to petition to carry more than eighteen hours of academic work. Even very superior students are limited to a program of twenty-one hours. While enrolled at Guilford College, students may take courses by correspondence only after having obtained permission from the Dean's Office.

HONORS

Honors shall be awarded to the graduate who during his college course has attained the quality

average of 2.5 and *High Honors* to the graduate who has attained the quality average of 2.7.

HONOR ROLL

A member of the freshman, sophomore, junior, or senior class who has a quality average of 2.5 during the preceding semester, will be eligible for the *Honor Roll*; however, no freshman may be admitted to the privileges of the roll until the end of the freshman year. Summer school averages are combined with those of the previous semester.

Those on the honor roll are not required to attend classes or be held responsible for daily preparations, but are required to take an announced quiz and quarterly and semester examinations.

Seniors who have been on the honor roll for five consecutive semesters are exempted from their final semester examinations.

The Personnel Directory of Guilford College includes lists of recipients of scholarships, prizes, and honors, and students on the Honor Roll.

REQUIREMENTS FOR GRADUATION

To obtain a bachelor's degree a student is required to complete a minimum of 128 semester hours, 120 in academic subjects, and 8 in physical education.

For each semester hour in which the student has the mark *A* he will receive 3 quality points; *B*, 2 points; *C*, 1 point; *D*, no points; *F*, no points. In order to be a candidate for a degree a student must have at least as many quality points as he has credit hours, with the exception of the eight hours of required work in physical education. The credit hours on which a student has a failing grade are counted in making averages, unless the course has been repeated and passed, or some course has been substituted for it. A student whose quality average

is below 1.00 will not be allowed to enroll for the senior year without permission of the Committee on Counseling.

In his major field the student must complete not less than 24 hours. Courses passed with a grade of less than C will not be credited toward a major. The student must also receive credit in the required educational-tool and cultural-resource courses, and must work out with his major professor a course of study including one or two fields related to his major.

The college course is planned for four years of study; no student who has attended college less than the equivalent of three years and two summer schools will be granted a degree. The student must do a minimum of one year's study at Guilford College and must be in residence the last semester of his academic work.

In order for a student to receive his degree he must submit to the Dean of the College a written application for admission to candidacy for the degree not later than one semester prior to the expected time of receiving the degree.

Applicants for a bachelor's degree in June must pass an achievement examination in a foreign language on or before May 10 and must settle their accounts with the college treasurer on or before May 1st of the year in which they expect to graduate. Applicants for a degree in August must pass an achievement examination in a foreign language at least three days before the beginning of final examinations in summer school and must have their accounts settled by July 17th. Those who fail to meet the above requirements will have their degrees withheld until the next regular date on which the degrees are conferred.

THE LIBRARY

With an educational program which includes much collateral and independent reading, the college obviously emphasizes its library. The collection of material, intended especially for a liberal-arts college, contains over 35,000 books and bound periodicals, besides hundreds of unbound periodicals and pamphlets. A Carnegie collection of 848 prints made from the best paintings in the world and 125 books on art make up a part of the collection. In addition a collection of 626 records and a Magnavox record-player have been secured through the same source, and have been placed in the large music and art room on the second floor. These two collections greatly enrich and extend the cultural as well as the academic resources of the library.

In an attempt to encourage the use of the facilities of the library, the authorities have imposed very few rules. Readers have free access to the shelves, and the librarians and attendants are anxious to assist students in finding material. As a result of the increased use of the building, however, thoughtful consideration of others is requested so that all who come may have a quiet place to study.

The reading rooms are large and well lighted. All books of fiction and reference are shelved in the main room, and are immediately available to the reader. The smaller reading room contains current issues of many magazines and journals and the more recent bound volumes of the leading periodicals. The fire-proof stack room is equipped with steel shelving and has twenty-one individual study desks. Seminar rooms and small study rooms also are available for students and groups engaged in special projects. A large number of books and manuscripts bearing on North Carolina history, the history of the Society of Friends and of Guilford College are contained in the Quaker Col-

lection Room and the adjoining vault. It is hoped that these records, probably the largest collection of Quaker material in the South, will be augmented by friends who have documents of historical interest in their possession and who would like to deposit them where they will be well cared for and available for study.

SPECIAL TRAINING AND INDIVIDUAL COURSES

Guilford College attempts to emphasize individual development in a number of ways, among which the following are especially important. Each student is required in his sophomore year and again in his junior year to make a special public talk which is designed to give him practice in the comprehension, organization, and presentation of more or less complicated material. In the senior year each student presents a thesis in the preparation of which he has made some original investigation.

In a number of courses in the college curriculum detailed syllabi have been prepared which give advanced, capable students the opportunity to study independently and receive credit for work done upon the successful completion of a comprehensive written and an oral examination covering the material.

Seniors who have achieved a high record during their first three years of work are permitted and encouraged to carry on an independent course of readings and study looking toward special honors in their major department, or they may undertake an independent investigation in their field of major concentration, the results of which may be incorporated into the required senior thesis, and for which they may be awarded as much as six hours credit. For details of the regulations covering such projects the student should consult the head of the department in which he is majoring.

SUMMER SCHOOL

The summer school at Guilford College is planned around certain definite objectives: (1) to afford an opportunity for capable students to complete the requirements for the bachelor's degree in less than four years; (2) To allow high school graduates to begin their college education in an atmosphere of quiet and peaceful surroundings without the usual busy period of the opening of college each fall; (3) To offer students a program of study in keeping with the changing conditions, whether local, national, or international; and (4) To give teachers the opportunity of further training in their special fields of interest.

Summer school courses are taught by the regular faculty of the college and are the same in content as courses offered in the fall and spring semesters. Courses given vary from summer to summer. The college's usual high standards of scholarship are maintained. Students may earn up to ten semester hours, in the nine weeks session.

For further information, write to: Director of the Summer Session, Guilford College, North Carolina.

ACCELERATED PROGRAM

By attending summer sessions, a student materially reduces the time it takes to finish his college course (see (1) above). Many people have completed the work in three calendar years, with some exceptional students finishing in six semesters and two summers.

THE GREENSBORO EVENING COLLEGE DIVISION OF GUILFORD COLLEGE

Early in 1953 Guilford College assumed the assets and responsibility of the operation of the program of the Greensboro Evening College.

The college credit courses of the Evening College are now courses of the regular curriculum of Guilford College, are taught by members of the college faculty, and the traditionally high academic standards of Guilford are maintained. These courses are therefore thoroughly accredited. Such academic facilities as the Library are open to the use of Evening College students on the same basis as to students enrolled in day classes.

The Evening College also offers courses in standard high school work, courses in business education and in industrial management, and adult education courses both of a technical nature (designed to increase the skill and earning power of employees of Greensboro firms), and also of a purely cultural nature.

Special bulletins and further information may be secured from:

GRADY E. LOVE, *Director*
Greensboro Evening College
Division of Guilford College
519 West Washington Street
Greensboro, North Carolina

ADMISSION

It has been agreed that Guilford College should remain a small college of five hundred students. Those who can live in their homes, commuting to the campus each day, will be accepted into membership in the student body as long as the facilities of the College can provide for their needs.

The decision to have a college of this size is the result of the thinking of many educators that the finest life and the best scholarship are fostered in a small college. The student who is given the privilege of becoming a member of Guilford College's friendly student body assumes the obligation of loyalty both to the spirit and the letter of its regulations and traditions.

The faculty and student governments have requested that women students refrain from the use of tobacco on the college campus or in the community. Men students are requested to confine their use of tobacco to their dormitories. The possession or use of intoxicating beverages is forbidden. Gambling is forbidden.

Whenever a student shows, by maintaining low standards of scholarship or standards of conduct that are at variance with those the college strives to maintain, that he fails to appreciate the opportunity that is his, he will be asked to withdraw from the college. In all such matters the college exercises final authority.

ADMISSION TO THE FRESHMAN CLASS

Freshman standing will be granted to a student who is believed by the Committee on Admissions to be capable of doing acceptable college work and who has completed satisfactorily a four-year course of not less than 15 units in a secondary school of approved standing or the equivalent of such a

course as shown by examination. In order for an applicant to be considered by the Committee on Admissions, he should submit a formal application and have his high school record to date sent to the college.

A student is advised to plan his secondary school work so that he will be adequately prepared to enter the courses he will take at Guilford College. No more than three units in vocational subjects can be accepted as part of the minimum fifteen. The following secondary school courses are suggested:

English	3-4 units
Mathematics	2-4 units
Foreign Language	2-6 units
Social Studies	1-4 units
Natural Science	1-4 units

ADMISSION TO ADVANCED STANDING

Students from other approved institutions will be admitted to such standing as seems fair to the Committee on Credentials. The applicant in every case must present a statement of honorable dismissal, a catalogue of the school attended, and an official statement and description of the work done, with a complete record of entrance credits.

SPECIAL AND IRREGULAR STUDENTS

Persons twenty-one years old or older, who are not candidates for a degree and who may not have completed a high school course, may be admitted as special students. No special student will be permitted to register for less than twelve academic hours in any term except by consent of the president. Such an applicant may study subjects for which he is prepared.

FEES

Guilford College attempts to keep the cost of education as low as possible. This is accomplished to a great extent through income from the Endowment Funds, now approximately \$1,100,000, and donations.

In former years the college has at times furnished as much as 62 per cent of the annual cost of the student's academic training.

It is the constant purpose of the administration to give to Guilford students services of high value in relation to the cost to them. The College may find it necessary to raise the basic fees during a year to maintain the existing standards. If this becomes necessary, persons responsible for fees will be given prior written notice.

For tuition, board, room rent, registration, library, laboratory, gymnasium, and lecture fee for the academic year the charge is (not including student activity and medical fees):

For men in Archdale Hall	\$730.00
For men in Cox Hall	730.00
For women in Founders Hall	730.00
Tuition and special fee	\$330.00
Board and room	400.00
For women in Mary Hobbs Hall (estimated)	630.00
Tuition and special fee	\$330.00
Estimated board and room	300.00
For day students	
Tuition and special fee	\$330.00

For all students

Student activities fee	22.00
Medical fee	6.00
Admission tax	2.00
Student Accident Insurance	men 7.50
	women 4.50

(Waiver basis—see note next page)

The Student Activities Fee is assessed to cover the budget of certain student organizations in which every student may participate or from which he receives certain benefits. The

budget must be adopted by at least a three-fourths vote of the entire student body. The organizations participating in the budget are the Athletic Associations for men and women, the college annual, the college newspaper, the Christian Association, the Student Government organizations, the Dramatic Council, Social Committee, the Student Affairs Board, and the Choir. A charge of one dollar per semester will be made to cover tax liability on student admissions.

Medical Fee. The medical fee does not cover the cost of professional services where a physician is called to attend a patient nor the cost of a special nurse. The college does, however, provide a thorough physical examination for each student at the beginning of the year, the services of a trained nurse at the college, and medicine for ordinary exigencies or minor accidents. The administration furthermore undertakes to maintain sanitary and healthful conditions for the protection of the students and the faculty. Each student is required to keep his own room clean and in order.

All women students, when ill, will be removed to the college infirmary in Founders Hall upon the direction of the nurse.

Students' Accident Expense Reimbursement Insurance. A plan of Students' Accident Expense Reimbursement Insurance is offered on a waiver basis. Under this plan, the American Casualty Company of Reading, Pennsylvania, will indemnify a student for doctors' fees, nurses' fees, hospital confinement and other specified expenses caused by accidental bodily injury, not to exceed \$1,000, and dental treatment resulting from such injury, not to exceed \$100. Benefits are effective twenty-four hours a day during the entire school year including interim vacation periods.

The premium of \$7.50 for each male student and \$4.50 for each female student will appear as an item on the first semester charges, unless students or parents notify the Business Office in writing, on the day of the student's registration, that such protection is not wanted. Policies will be issued promptly by the American Casualty Company for each insured as early as practical after College registration.

Special Fees

For less than full work (12 semester hours), \$12.00 per semester hour plus a \$5.00 registration fee each term.

Graduation and Academic Costume Fee	\$12.50
Late Registration Fee	\$2.00 to 10.00
Typewriting Rental Fee (per semester)	6.00
Extra credit hours (more than 18) per hour	12.00

Materials Charge for Laboratory Courses:

Charges for materials and for equipment breakage will be made by the professor in charge. Excess charges will be paid by the student.

Organic and Analytical Chemistry (per semester) ..	10.00
General Chemistry (per semester)	4.00
Biology (per semester)	5.00
Natural Science (per semester)	3.00
Fee for practice teaching	35.00

Fees in Music

(All fees for one year—two semesters)

Class lessons in Voice	\$25.00
Class lessons in Instruments	25.00
Private lessons in voice or instruments:	
Two lessons per week	\$100.00
One lesson per week	60.00
Use of piano for practice:	
Six hours per week	10.00
Twelve hours per week	16.00
Use of organ for practice:	
Six hours per week	16.00
Use of orchestral instruments	10.00

PAYMENTS

Payments covering all expenses are due as follows:

Upon registration for first semester	30%
November 10	20%
Upon registration for second semester	30%
March 15	20%

Make all checks payable to Guilford College.

Veterans will be required to present at the time of registration their Certificates of Eligibility and Entitlement.

Parents or guardians should send with the student draft or cash sufficient to cover the first payment and should see

that other payments are in the Business Office on or before the date designated. Statements will not be sent out for these payments unless requested by the student or his parents. Such requests should be made two weeks before the date payment is due.

Necessary books and supplies are sold at the College Bookstore. Each student should be prepared to procure these on a cash basis.

Since some parents may prefer to pay tuition and other school fees in equal monthly installments during the academic year, we are glad to offer this convenience under The Tuition Plan. The cost is 4% greater than when payment is made in cash at the beginning of each term.

During vacation periods no meals will be served at the college and all rooms must be vacated.

Regulations Governing Payments

Refunds and Reductions. Upon withdrawal of a student from Guilford College, refunds of fees paid are calculated from two weeks following notification of the Business Office of such withdrawal. Payment covering these two weeks is considered liquidating expense. Fees assessed for registration, student activities, laboratory, and other than tuition are not refundable.

In case a student is absent from the college on account of illness for ten days or more, a pro rata part of money paid for board will be refunded on presentation of a physician's statement that the student was unable to return.

When two or more students come from one family a five per cent discount is allowed on the charges for board, room rent, and tuition, provided full cash payment is made according to the schedule outlined above. No discount is allowed if there is any modification of this schedule for payment.

Registration. Registration for the first semester must be completed before the Business Office closes at noon on Saturday following registration day, and for the second semester, before the Business Offices at 5:00 o'clock on Tuesday following registration day. Before a student's registration is com-

pleted his matriculation card must be signed in the Business Office.

Late Registration. For registration after the scheduled date an extra fee of \$2.00 is required for the first day and \$1.00 for each additional day until a maximum of 10.00 is reached.

Ministerial Students

Students who are preparing for the ministry receive a reduction of 25 per cent of tuition expenses up to the maximum of \$100.00. This reduction will be granted only to students who are maintaining at least a minimum academic standing of C.

Students who ask for this reduction on tuition must sign a note which will be cancelled as soon as the signer is recognized or ordained as a minister of the gospel or appointed to a mission field. Otherwise the note will be in full force and will draw interest from the time the student leaves Guilford College.

LOAN FUNDS

There are several funds that have been set apart to be used for loans to students. Applications are made to the Student Aid Committee.

STUDENT EMPLOYMENT

Some students at Guilford College meet part of their expenses by clerical or maintenance or other work. Those who must supplement their funds in this way should write to the Student Aid Committee of the College for further information.

ROOMS

The students furnish pillows, linen, all covering for their beds, and towels.

Where a room has been equipped to accommodate two students, the charge for one occupant will be one and one-half times the regular rent.

After arranging for rooms and board, students are not allowed to change without the consent of their dean and of the business manager.

All women students must room in the dormitories or live in their own homes.

A special fee will be charged for electrical appliances used in student rooms.

Pets, animals, or firearms are not permitted in dormitories or on campus.

A room deposit of \$5.00 must be paid to make a room reservation. This is refundable on request by July 1st of the year for which application is made.

MARY HOBBS HALL

Mary Hobbs Hall is a cooperative dormitory for young women. Each resident performs her allotted part of the household duties and preparation and service of meals. Women in this hall may do their own laundry, washing machines being available in the building.

SCHOLARSHIPS AND SCHOLARSHIP FUNDS

The scholarships ordinarily open to students of Guilford College are listed below. The description of each scholarship includes its name, the preference (if any) to be given applicants, and the stipend. If the stipend is variable no amount is given. Balances and incomes of scholarship and endowment funds are published in the President's annual report.

Alumni Association Achievement Award: Awarded by the Association to an undergraduate\$ 50.00

Alumni Association Undergraduate Athletic Award:

Awarded by the Association to the outstanding underclass athlete each year\$ 50.00

Conway Scholarship Fund

Elwood Cox Scholarship: Open to ministerial student or missionary candidate\$ 50.00

Mary E. M. Davis Scholarship: Open to girls graduating from Guilford High School\$ 50.00

Eula Dixon Scholarship: Open to graduates of Sylvan (N. C.) High School\$ 50.00

A. Brown Finch Scholarship: Open to young men of promising leadership, scholarship, and athletic ability.\$100.00

Franklin G. Frazier Fund: Open to Young Friends.

Melvina A. Frazier Fund: Open to young women Friends.

Greensboro Advisory Board Scholarship: Open to residents of Greensboro, N. C.\$100.00
Preference given to entering students.

John B. Griffin Scholarship Fund for Women

J. R. and Retta E. Hardin Scholarship Funds: Open to Young Friends.

Haverford College offers annually scholarships to members of the graduating class or to recent graduates. Application must be made direct to the President of Haverford College on or before March 1st\$600.00

Roxie Armfield King Fund: Open to young women resident in Guilford County and North Carolina.

Nereus and Oriana Mendenhall Mathematics

Scholarship: Open to majors in mathematics ..\$100.00

William F. Overman Scholarship: Open to juniors but used in the senior year\$ 50.00

Philadelphia Fund: Open to Young Friends.

Quarterly Meeting Scholarships: Open to members of the North Carolina Yearly Meeting. There are sixteen scholarships under this fund\$100.00

Amos and Martha Ragan Family Memorial Fund

David Troll Rees Music Scholarship: Open to majors in music\$100.00

Riverside Manufacturing Company Scholarship

William L. Rudd Scholarship: Open to men students from Alamance and Caswell counties in North Carolina\$100.00

B. Clyde Shore Journalism Scholarship: Open to students especially interested in some form of creative writing\$100.00

Amos Stuart Fund: Open to young men of outstanding ability.

Tripp Fund: Open to Young Friends in North Carolina Yearly Meeting.

Henryanna Hackney White Fund

J. M. Ward Fund: Open to Young Friends of Tennessee, Ohio and North Carolina who show promise of leadership in the Society of Friends.

Clara D. Willitts Fund

Marvin Hardin Scholarship: Established by the class of 1904. Open to sophomores but used in the senior class\$ 90.00

BOARD OF TRUSTEES

ROBERT H. FRAZIER	Chairman
ROBERT R. RAGAN	Vice-Chairman
DAVID J. WHITE	Secretary
HORACE S. HAWORTH	Treasurer

Term Expires

HERBERT C. PETTY, Archdale	1953
NEREUS C. ENGLISH, Thomasville	1953
LUBY R. CASEY, Goldsboro	1953
MARY M. PETTY, Greensboro	1954
ROBERT R. RAGAN, High Point	1954
WALTER A. COBLE, Guilford College	1954
JOSEPH D. COX, High Point	1955
DAVID J. WHITE, Greensboro	1955
F. DUVAL CRAVEN, Greensboro	1955
EDWIN P. BROWN, Murfreesboro	1956
A. WILSON HOBBS, Chapel Hill	1956
EUNICE A. PARKER, High Point	1956
ROBERT H. FRAZIER, Greensboro	1957
HORACE S. HAWORTH, High Point	1957
HUGH W. MOORE, Philadelphia, Penna.	1957

ADMINISTRATIVE AND OTHER OFFICERS

CLYDE A. MILNER, A.B., A.M., B.D., Ph.D., LL.D.	<i>President</i>
HARVEY A. LJUNG, B.S., M.S., Ph.D.	<i>Dean of the College</i>
DAVID H. PARSONS, JR., A.B., A.M.	<i>Business Manager</i>
GRADY E. LOVE, B.S., M.A., <i>Director Greensboro Evening College Div.</i>	
E. DARYL KENT, A.B., B.D.	<i>Dean of Men</i>
MILDRED MARLETTE, A.B., M.A.	<i>Dean of Women</i>
N. ERA LASLEY, B.S.	<i>Registrar</i>
KATHARINE C. RICKS, B.S., A.B.	<i>Librarian Emeritus</i>
DOROTHY LLOYD GILBERT, A.B., A.M.	<i>Acting Librarian</i>
MILDRED FARROW, B.S. Ed.; B.S. Library Science, <i>Assistant Librarian</i>	
TREVA WILKERSON MATHIS, A.B.	<i>Assistant Librarian</i>
JOHN C. BRADSHAW, JR., A.B. ...	<i>Public Relations and Alumni Secretary</i>
CHARLES C. HENDRICKS, A.B.	<i>Associate Public Relations Secretary</i>
J. GURNEY GILBERT, A.B. ...	<i>Superintendent of Buildings and Grounds</i>
MAUD L. GAINES	<i>Treasurer Emeritus</i>
ELIZABETH S. BERGMAN	<i>Assistant Treasurer</i>
ALMA MARTIN, M.S.	<i>Dietitian, Founders Hall</i>
MARGARET J. HOLLAND, B.S.	<i>Housekeeper</i>
HASSIE C. JOHNSON	<i>Head Resident Mary Hobbs Hall</i>
MARGARET E. CROWNFIELD, A.B.	<i>Secretary to the President</i>
M. EVELYN CAIN, R.N.	<i>Nurse</i>

FACULTY

- CLYDE A. MILNER, A.B., A.M., B.D., Ph.D., LL.D.
President of the College and Professor of Philosophy
- SAMUEL L. HAWORTH, Ph.B., A.M.
Professor Emeritus of Biblical Literature and Religion
- EVA GALBREATH CAMPBELL, A.B., A.M., Ph.D. *Professor of Biology*
- ALGIE INNMAN NEWLIN, A.B., A.M., Dr.Sc.Pol. (Geneva)
Professor of History and Political Science
- PHILIP W. FURNAS, A.B., A.M., Ph.D. *Professor of English*
- E. GARNES PURDOM, A.B., M.S., Ph.D. *Professor of Physics*
- HARVEY ALBERT LJUNG, B.S., M.S., Ph.D.
Dean of the College and Professor of Chemistry
- FREDERIC R. CROWNFIELD, B.S., S.T.M., Ph.D.
Professor of Biblical Literature and Religion
- GORDON W. LOVEJOY, A.B., A.M., Ph.D., *Visiting Professor of Sociology*
- ROBERT M. DINKEL, A.B., A.M., Ph.D. *Professor of Sociology*
- DOROTHY LLOYD GILBERT, A.B., A.M.
Professor of English and Acting Librarian
- GRADY E. LOVE, B.S., M.A.
*Director of Greensboro Evening College Division of Guilford College,
and Professor of Education*
- J. WILMER PANCOAST, B.S.
Associate Professor Emeritus of Mathematics
- ERNESTINE COOKSON MILNER, A.B., B.S. in Ed., A.M.
Associate Professor of Psychology
- J. CURT VICTORIUS, Dr.Pol.Econ. (Hamburg)
Associate Professor of Economics and Business Administration
- E. DARYL KENT, A.B., B.D.
*Associate Professor of Biblical Literature and Religion,
Dean of Men*
- KATHARINE C. RICKS, B.S., A.B. *Librarian Emeritus*
- CHARLES N. OTT, A.B., M.S., Ph.D. . . . *Associate Professor of Chemistry*
- WHITFIELD COBB, A.B., A.M. *Associate Professor of Mathematics*
- MURIEL D. TOMLINSON, A. B., M.A., Ph.D.
Associate Professor of French and Spanish
- HAROLD M. BAILEY, A.B., M.Ed. *Associate Professor of Education*
- CARL C. BAUMBACH, B.M., M.M. *Associate Professor of Music*
- STUART T. MAYNARD, A.B.
Director of Men's Physical Education and Coach
- J. FLOYD MOORE, A.B., B.D.,
Assistant Professor of Biblical Literature and Religion
- *DAVID B. STAFFORD, A.B., A.M. *Assistant Professor of Sociology*
- CARROLL S. FEAGINS, A.B., M.A. *Assistant Professor of Philosophy*

*On leave of absence, 1952-1953.

EDNA L. WEIS, A.B., B.S., in Ed., M.A. . . . Assistant Professor of English

MILDRED MARLETTE, A.B., M.A.

Dean of Women and Assistant Professor of English

HIRAM H. HILTY, A.B., B.D. Assistant Professor of Spanish

EDWARD F. BURROWS, A.B., M.A. Assistant Professor of History

MILDRED FARROW, B.S., in Ed., B.S. in Lib. Sc. Assistant Librarian

ALMA MARTIN, M.S., Agronom (Tartu)

Assistant Professor of Home Economics and Dietitian

TREVA WILKERSON MATHIS, A.B. Assistant Librarian

MARGARET REYNOLDS, B.S., M.S.

Assistant Professor of Women's Physical Education

DAVID MEREDITH, B.S., M.E.

*Assistant Director of Men's Physical Education
and Assistant Coach*

GEORGE G. THIELMAN, B.A., M.A., Assistant Professor of Political Science

*WALTER W. ARNDT, Dipl. Ec. Pol. Sc., B.S.

Assistant Professor of Foreign Languages

DOROTHY ANN WARE, B.M., M.M. Instructor in Music

BENTON JOHNSON, A.B., A.M. Instructor in Sociology

PEGGY TAYLOR RUSSELL, B.M., M.M. Instructor in Voice

CORA WORTH PARSONS, A.B. Instructor in Secretarial Studies

GLORIA R. SANDERS, A.B. Instructor in Spanish

*On leave of absence, 1952-1953.

INDEX

- Absences, limited 88-89
- Academic regulations 88-91
- Accelerated program 91, 94
- Achievements of college 8-11
- Accident insurance 98, 99
- Accounting 26, 74
- Accrediting of college 3, 8
- Administrative officers 106
- Admissions 96-97
- Admissions tax for activities ... 98
- Aims of college .. 8-10, 14-15, 79
- Algebra 46
- Alumni Day, date of 6, 7
- Anatomy, comparative 21
 - Human 64
- Anthropology 76
- Archdale Hall 12
- Art, appreciation of 18, 58
 - collection 92
 - Philosophy of 59
 - Teaching of 31
- Athletic Council 80
- Athletic fields 13
- Athletics, Alumni Committee .. 80
 - See also Physical Education, Sports
- Bacteriology 22
- Band 82
- Bible, see Religion
- Biology 16, 21-22, 57
- Board cost 98
- Bookkeeping, see Accounting
- Botany 21
- Buildings of college 12-13
- Business Administration 24-29
- Business Education, see Secretarial Courses
- Calculus 47, 48
- Calendar 6-7
- Campus, location and
 - description 11-13
- Chapel, attendance 89
 - programs 79, 84
- Chemistry 23-24
- Choir 82
 - Choir training 56
- Choral Society 81
- Christian Association 10, 84
- Commercial courses, see Secretarial Courses
- Composition, English 16, 35
- Comprehensive examinations 19, 93
 - English 33-34
 - history 40
- Co-operative dormitory for women, see Mary Hobbs Hall
- Correspondence courses permitted 89
- Costs, see Fees
- Course of study outline 20
- Courses, extra 89
 - Fee for extra 100
 - Change of 89
- Cox Hall 13
- Cultural resource courses 14, 17-19
- Curriculum outline 20
- Cuts, limited 88-89
- Day students, accepted 96, 103
 - Fees for 98
- Dormitories 12-13, 103
- Drama, see courses English
 - Department
- Dramatic Council 83
- Economics 24-29
- Education 29-33
 - Christian Education Principles 72
 - Elementary 29-33
 - Music education 48-50
 - See also Physical Education
- Elementary education 29-33
- Embryology 22
- Employment, student 102
- English 16, 18, 33-36
- Enrollment, limited 9, 96
- Entrance, see Admissions
- Evening College Division 9, 95
- Examinations, language
 - achievement 91
 - Comprehensive .. 19, 33-34, 40
 - Dates of 6, 7
 - Honor students excused
 - from 88, 90
 - Physical 61, 64, 99
- Expenses, see Fees
- Extra-curricular activities ... 79-87
 - limitations 84-87
- Faculty list 107-108
- Fees 98-103
 - Refunds 101
 - Dates due 100-101
 - for seniors 91
 - Reductions 101-102
- Fine Arts Club 81
- Firearms forbidden 103
- Foreign language achievement
 - test 91
 - See also specific languages
- Founders Day, dates 6, 7
- Founders Hall 12

French	17, 36-37	Liquor forbidden	96
Freshman courses	20	Literature, General	18, 35
Friends, Society of, history	71	See also specific languages	
Early records of	92-93	Loan funds	102
Gambling forbidden	96	Major fields of study ...	14-15, 19
Genetics	22	For requirement in each field,	
Geography	25	see that field	
Geology	39	Marks	88
Geometry	47	Mary Hobbs Hall	10, 12, 103
German	17, 37	Costs in	98
Government	43, 44	Mathematics	16, 45-48
Grades	88	Medical examination ...	61, 64, 99
Graduation, date of	6, 7	Medical fee	98, 99
Prerequisites, for	90-91	Meeting House	13
Fee	100	Memorial Hall	12
Greek	16, 38	Ministerial students,	
Gymnasium	13	fees reduced	102
Fee for use	98	Music	48-56
Health, services	99	Teaching of	31
See also Physical Education		Fees for lessons and use of	
History and achievements		instruments	100
of college	8-11	Musical organizations ...	81-82
History	18, 39-43	Record collection	92
American Philosophy	59	Music Building	12
Mathematics	47-48	Natural Science	15-16, 57
Music	50, 51	Fees for laboratory	100
Religions	72	New students, welcomed	84
Society of Friends	71	Newspaper, college	83
Holidays, dates of	6, 7	Nurse, provided	99
Home Economics	44-45	Nursing, preparation	19
Honor Board	82	Organ, study of	48-50, 55-56
Honor roll	90	Lesson and practice fees ...	100
Honors work	19, 89-90, 93	Payments, see Fees	
Hours, extra	89	Pets not allowed in rooms ...	103
Fees for	100	Philosophy	18, 57-60
Hygiene, for men	62	of Education	31
For women	65	of Religion	72
Illness, absence for	89	Physical Education	15, 60-66
Board during refunded ...	101	Men	60-64
Inoculations	60	Women	64-66
Instruments, musical,		Teaching of ...	32, 62-63, 66
study of	48-50, 55-56	Athletic Associations	
Lesson and practice fees ..	100	Men's	79-80
Insurance, accident	98, 99	Women's	80-81
Junior year courses	20	Attendance required	89
Speeches	93	Physical examinations	61, 64, 99
King Hall	13	See also Sports	
Laboratory fees	98, 100	Physics	66-68
Languages, achievement test ...	91	Physiology	22, 64
See also specific languages		Piano, study of	48-50, 52-54
Latin	16, 38	Lessons and practice fees ..	100
Laundry, Mary Hobbs Hall ...	103	Teaching of	56
Law, Business	26	Play production	35
Lecture series	79	Drama Technique	36
Fee	98	Political Science	43-44
Library	12, 92-93	Practice teaching	32
Fee for use	98	Fee	100
		Pre-dental course	19
		Pre-law course	19
		Pre-medical course	19
		Standing of course	3, 8

Psychology 18, 68-70
 Public Speaking 35
 Publications, student 83
 Purposes of college, see Aims

Quakers, see Friends

Quality average 86, 90
 Activities determined by 84-87

Recreation, see Physical
 Education and Sports

Registration, dates 6, 7
 Regulations 101
 Fees 98
 Late 89
 Fees for 100, 102

Religion 18, 68, 70-73
 Philosophy of 59
 In life of college 8-10
 Rooms, furnishings 103
 Deposit to reserve 103
 Rent 98

Scholarship Society 83
 Scholarships 104-105
 Science, philosophy of 59
 See also Biology, Chemistry,
 Natural Science, Physics,
 etc.

Secretarial courses 73-74
 Self-help, see Employment,
 Mary Hobbs Hall

Semesters, dates of 6, 7
 Senior year courses 20
 Thesis 19, 93

Shorthand 73, 74
 Size of student body limited 9, 96
 Smoking, restrictions 96

Social work 76
 Sociology 17, 74-78
 Sophomore courses 20

Speech 93
 Spanish 17, 38-39
 Special students 97

Speeches, sophomore and junior 93
 Sports 61, 79-81
 Eligibility 80, 84-87

See also Physical Education

Statistics 27
 Student activities 79-87
 Eligibility for 84-87
 Fee 98-99
 See also Sports

Student Affairs Board 84, 87
 Student Affairs Building 13
 Student Christian Association 10, 84
 Student Government Associations 83
 Summer School 94
 Dates of 6, 7
 Syllabi 93

Teaching, practice 32
 Fee for 100
 See Education

Tests, see Examinations
 Thesis, senior 19, 93
 Tool courses 14, 15-17, 34

Transfer students 97
 Trigonometry 46
 Trustees, listed 106

Dates of meetings of 6, 7
 Tuition fee 98
 Typewriting 73, 74
 Rental fee for use of
 typewriter 100

Vacations, dates of 6, 7
 Dormitories closed in 101

Vaccinations 60
 Veterans' registration 100
 Violin, see Instruments

Violincello, see Instruments
 Voice, study of 48-50, 54-55
 Fees for lessons 100
 Teaching of 56

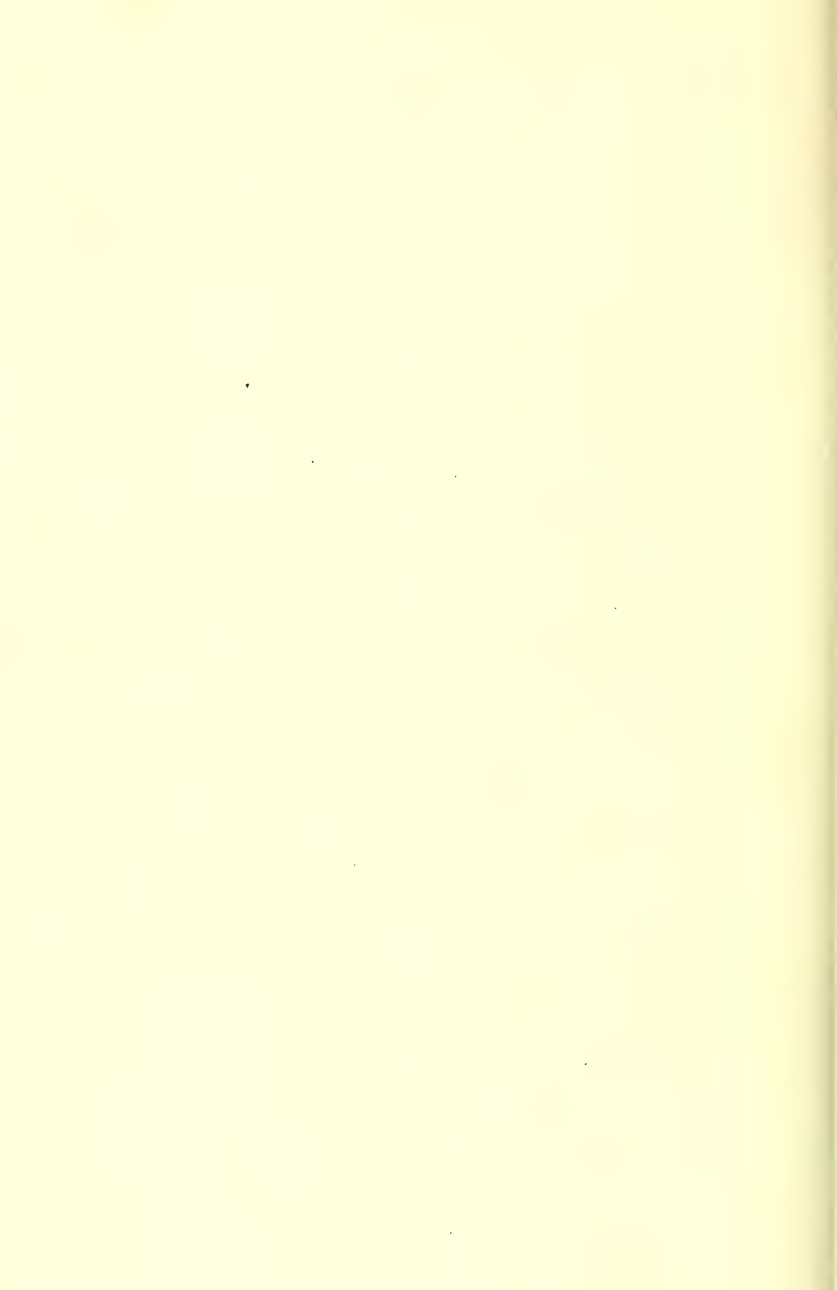
Withdrawal required 96

Women, required live on
 campus 103
 Work, for students 102

Yearbook 83

Zoology 21







GUILFORD COLLEGE LIBRARY
— GUILFORD COLLEGE, N. C.

Guilford College Bulletin

VOLUME XLVII

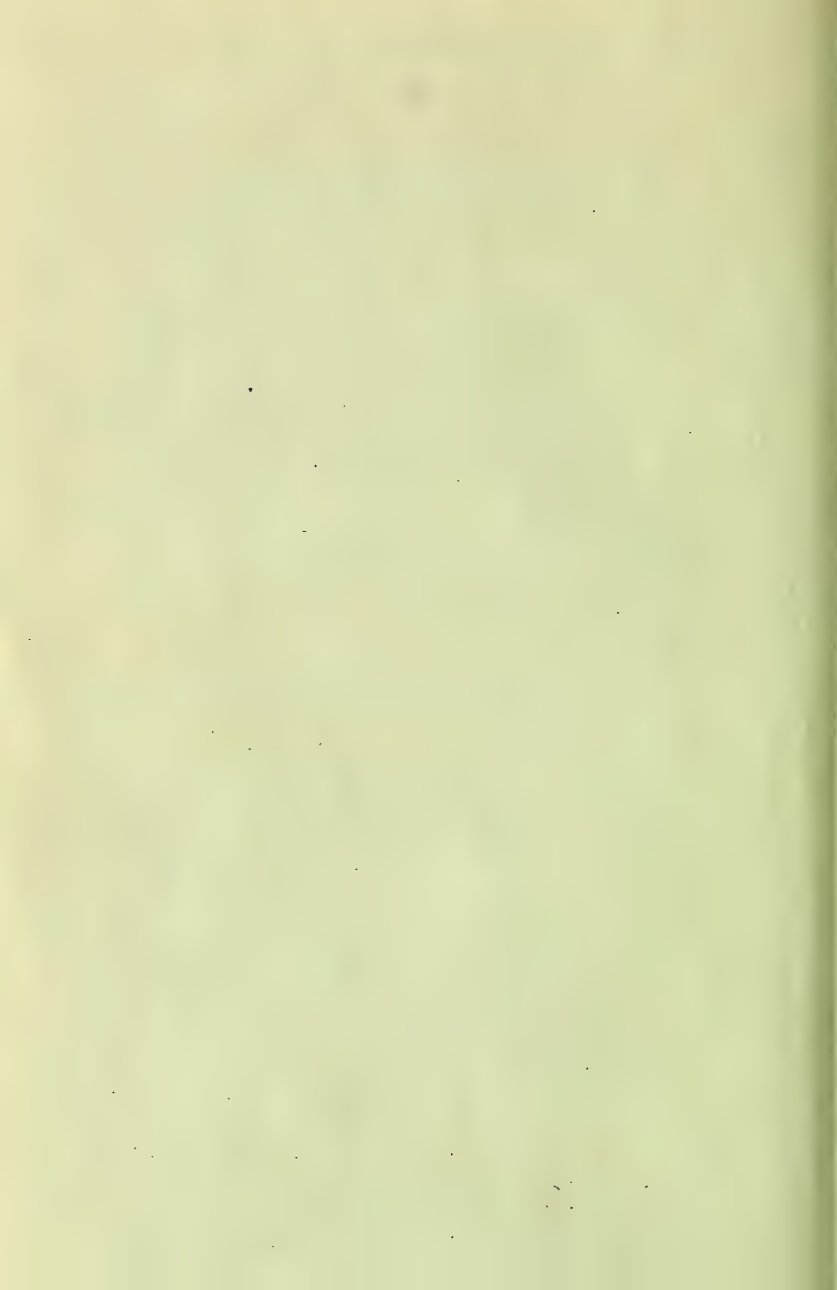
NUMBER 11

CATALOGUE 1955-57

ANNOUNCEMENTS FOR

1955-56

1956-57



Guilford College Bulletin

Catalogue Number

November 1954



Announcements

1955-1956

1956-1957

Published Monthly by

GUILFORD COLLEGE

GUILFORD COLLEGE, N. C.

Entered at Guilford College. N. C., as second-class matter
under the Act of Congress, August 24, 1912

RECOGNITION AND
ACCREDITING

][

The standing of a college in the educational world is important to its students, alumni, and friends. Guilford College is fully accredited by the Southern Association of Colleges and Secondary Schools and the National Commission on Accrediting. It is a member of the Association of American Colleges and is on the approved list of American Medical Association and of the North Carolina State Department of Education.

TABLE OF CONTENTS

Calendar	5
Guilford College and Its Campus	7
Educational Program	14
Courses of Study	20
The Social Environment	84
Academic Regulations	93
The Library	97
The Summer Session	99
The Evening College	100
Admission	100
Fees	102
Personnel	111
Index	114

CALENDAR

SUMMER SESSION, 1955

Registration for 1955 Summer Session, Wednesday, June 1.

Meeting of Board of Trustees, Friday July 15.

Close of Summer Session, Tuesday, August 2.

FIRST SEMESTER, 1955-56

Enrollment of Freshman Class, Monday, September 19, 1955.

Enrollment of Upperclassmen, Thursday, September 22, 1955.

All Classes Begin, Friday, September 23.

Meeting of Board of Trustees, Friday, October 14.

First Quarter Ends, Saturday, November 12.

Founders Day, November 12.

Thanksgiving Holiday, Thursday, November 24.

Christmas Holidays, 1:00 P.M., Saturday, December 17 until 8:30 A.M., Tuesday, January 3, 1956.

Meeting of Board of Trustees, Friday, January 20.

Semester Examinations, January 20-28.

First Semester Ends, Saturday, January 28.

SECOND SEMESTER, 1955-56

Second Semester Begins, Saturday, January 28, 1956.

Registration, Monday, January 30.

All Classes Begin, Tuesday, January 31.

Third Quarter Ends, Saturday, March 17.

Spring Holidays, 1:00 P.M., Saturday, March 17, until 8:30 A.M., Tuesday, March 27.

Meeting of Board of Trustees, Friday, April 13.

Final Examinations, May 25-June 1.

Alumni Day, Saturday, June 2.

Baccalaureate Exercises, Sunday, June 3.

Graduation Exercises, Monday, June 4.

CALENDAR

SUMMER SESSION, 1956

Registration for 1956 Summer Session, Wednesday, June 6.

Meeting of Board of Trustees, Friday, July 13.

Close of Summer Session, Saturday, August 4.

FIRST SEMESTER, 1956-57

Enrollment of Freshman Class, Monday, September 17, 1956.

Enrollment of Upperclassmen, Thursday, September 20.

All Classes Begin, Friday, September 21.

Meeting of Board of Trustees, Friday, October 12.

Founders Day, November 9.

First Quarter Ends, Saturday, November 17.

Thanksgiving Holiday, Thursday, November 22.

Christmas Holidays, 1:00 P.M., Wednesday, December 19, until 8:30 A.M., Thursday, January 3, 1957.

Meeting of Board of Trustees, Friday, January 18.

Semester Examinations, January 23-30.

First Semester Ends, Wednesday, January 30.

SECOND SEMESTER, 1956-57

Second Semester Begins, Thursday, January 31, 1957.

Registration, Thursday, January 31.

All Classes Begin, Friday, February 1.

Third Quarter Ends, Saturday, March 16.

Spring Holidays, 1:00 P.M., Saturday, March 30, until 8:30 A.M., Tuesday, April 9.

Meeting of Board of Trustees, Friday, April 12.

Final Examinations, May 24-31.

Alumni Day, Saturday, June 1.

Baccalaureate Exercises, Sunday, June 2.

Graduation Exercises, Monday, June 3.

GUILFORD COLLEGE AND ITS CAMPUS

In August, 1837, wagons and heavy carriages brought the first students of New Garden Boarding School to their first classes. Chartered January 13, 1834, opened in 1837, the institution was, in January, 1889, given authority to grant degrees, and the name was changed to Guilford College.

In the State of North Carolina, out of approximately fifty universities and colleges, slightly over a third have attained membership in the Southern Association of Colleges and Secondary Schools. Guilford College is one of these. It is also approved by the National Commission on Accrediting. It is classified as an A Class college also by the North Carolina Department of Education in cooperation with the North Carolina College Conference, is on the list of colleges approved by the American Medical Association, and its work is, therefore, accepted at its face value in the certification of teachers and in the admission of students to the professional schools and universities of the nation.

From the time of its establishment Guilford College has attempted to provide a broad, liberal culture in homelike surroundings and under strong religious influence. More recently the attempt has been made to interweave the religious teaching with the whole curriculum in such a way as to help the student not only to build ideals of action and relate himself to the whole social organization, but also, through the knowledge of the literary, scientific and social achievements of the race, to see life as a whole. Although Guilford College is not a professional school, it provides a solid foundation for professional training and offers work in education sufficient to meet the state requirements for the

certification of teachers in the public schools, provides thorough pre-medical, pre-law, pre-dental courses, and a course looking to specialization in home economics.

With the enrollment of the college limited to five hundred, including slightly over three hundred campus students — a number considered small enough for complete mutual acquaintance—and with a faculty of forty, it is believed that the finest types of cooperative, sympathetic student work can be done. In a group of this size the individual is important, counts for something, is essential to the well-being of the community, and finds far greater opportunity for participation in student activities than he would in a larger group.

During 1952 the Trustees of the Greensboro Evening College requested that Guilford College assume the operation of its program, and offered to transfer to Guilford College all its assets and property. The Evening College, which was founded in 1948 under the leadership of the Greensboro Chamber of Commerce, to provide additional educational facilities for adults in Greensboro and the vicinity, has successfully offered high school and college level courses, vocational guidance, and technical and cultural training.

The Guilford College Trustees, after a thorough study, accepted the offer early in 1953. Guilford College is consequently now able to perform a more extensive educational service for the community in which it is situated through the various programs of the Greensboro Evening College Division of Guilford College.

RELIGIOUS INFLUENCE

Guilford College, while under the influence of the Society of Friends, is in practice nonsectarian. Among its students are young people of many denominations. Students and faculty share in religious

instruction and worship. Members of the Student Christian Association cooperate with members of the faculty in planning religious meetings and activities. Students and faculty cooperate with the New Garden Meeting of Friends on the campus, although students are free attend the churches of their choice.

SOME ACHIEVEMENTS OF GUILFORD COLLEGE

1. Guilford College has developed a progressive curriculum which has attracted much favorable comment, has passed through a long experimental period, and has demonstrated its value.

2. Guilford has always educated women as well as men; in fact, it is the oldest co-educational institution in the South.

3. The cooperative housekeeping plan, made permanent in Mary Hobbs Hall, has demonstrated for more than forty years the validity of cooperative techniques not only as methods of reducing expenditures, but also as valuable agents of social unification.

4. Guilford bears a significant relation to educational progress in the state. The school was founded with teacher training as an aim, and a great number of educational leaders have gone forth from this institution to public and private schools, colleges, and universities.

5. Guilford College represents more than 117 years of continuous service, for New Garden Boarding School was one of the few schools which did not close during the period of Civil War and Reconstruction.

6. Established and maintained by the Society of Friends, the school early in its career admitted students not belonging to that denomination.

7. Guilford was a pioneer in intercollegiate athletics, realizing the value of intercollegiate relationships and the value of an athletic program.

8. Yet, above all, Guilford's greatest achievements may be read in the lives of her former students and graduates, and in the quality of their service as civic and rural leaders.

LOCATION

Guilford College is on the Friendly Road in Guilford County, North Carolina, four miles west of the city limits of Greensboro. The entrance to the college grounds is a mile north of the Guilford College station on the branch of the Southern Railway between Greensboro and Winston-Salem.

The college is thus in the center of the rolling Piedmont region which lies between the sand plains of the coastal region on the east and the Blue Ridge and Great Smoky Mountains on the west. The climate is mild and provides perhaps as much as two months more of warm, delightful weather in spring and autumn than one could have in the latitude of Philadelphia or New York.

Historically, this vicinity has interesting associations. A few hundred yards from the campus on Friendly Road is the Dolley Madison Well, marking the birthplace of a charming mistress of the White House. In the other direction is the birthplace of "Uncle Joe" Cannon, and three miles to the north is the famous battleground of Guilford Court House, now a national park. Near the campus, granite stones mark the site of the old Yearly Meeting House used as a hospital at the time of the battle.

BUILDINGS AND GROUNDS

The college property consists of two hundred and ninety acres of campus, field, and woodland. The campus and athletic field occupy thirty acres.

The rolling campus with its heritage of oak and hickory provides an unusually beautiful setting for a college. About the campus in a large quadrangle are grouped the ten principal buildings, all of which are of brick.

Founders Hall, the oldest building of the group, erected in 1837, now a dormitory for girls, houses also the college dining room, the office of the Dean of Women, reception rooms, and the home economics laboratory and classrooms.

Archdale Hall, erected in 1886, and named in honor of the Quaker Governor, John Archdale, has been completely renovated and will now accommodate forty-six men.

The Music Building was built in 1891, for the Young Men's Christian Association, and is now used by the Music Department.

Memorial Hall, erected in 1897, by former students of New Garden Boarding School, Benjamin N. and James B. Duke, in memory of their sister, Mary Elizabeth Lyon, contains the administrative offices and auditorium.

Mary Hobbs Hall, erected in 1907, for girls who wish to reduce expenses by cooperative housekeeping, affords accommodations for seventy girls.

The Library was erected in 1909 with the aid of a donation by Andrew Carnegie. In 1950 the stacks were more than doubled, the offices and work rooms were enlarged, and a periodical room, a music and arts room, seminar rooms and study rooms were added.

King Hall, including the modern front wing constructed in 1949, contains eight classrooms, commodious laboratories for physics, biology, chemistry, psychology, and natural science, and one for commercial subjects, as well as a large lecture and projection room.

Cox Hall, a dormitory for young men, contains 52 large rooms.

The Gymnasium, erected in 1940, is a modern Georgian colonial brick building which provides adequately for the social, recreational, and athletic activities of the college.

The Student Affairs Building, rebuilt in 1936, from the old college power house, contains a large social room and kitchenette facilities for serving small groups. It is a center for conferences, discussions, and social group meetings.

The Hobbs Athletic Field is a carefully graded tract of three acres, adapted to football, soccer, baseball, track, and field work. It is surrounded by a quarter-mile running track with a hundred-yard straight-away.

Athletic Fields. In addition to Hobbs Field, there are two sand-clay tennis courts, four all-weather concrete tennis courts, and special fields for hockey, softball, volleyball, and other sports.

The Meeting House which now accomodates the sessions of North Carolina Yearly Meeting of Friends and supplies the college community a place for worship was erected in 1912. It serves as a real center for the spiritual life of the college. The first New Garden Meeting House was built in 1751.

Kathrine Hine Shore Hall, erected in 1954, through the gift of B. Clyde Shore, class of 1925, Winston-Salem, North Carolina, to honor his wife and to bear her name, is a modern Georgian Colonial dormitory, to house fifty young women and a head resident. A spacious parlor, terrace, and basement lounge, scheduled for early completion, provide social and recreational facility for the residents.

John Gurney Frazier Apartments, 4½ room and 3½ room modern, permanent, duplex living units to provide housing for married students, were begun in 1954 and the first ten apartments completed then. Twenty-two apartments are planned through the gift of John Gurney Frazier, Jr., Class of 1924, of Charlotte, North Carolina, to honor his father, John Gurney Frazier, Sr., long time resident of Guilford College, himself and his son, John Gurney Frazier, III.

EDUCATIONAL PROGRAM

I. Tool Courses

Tool courses are a continuation of training in essential tool subjects—English (written and spoken), at least one foreign language, fundamentals of mathematics, the most approved techniques of the natural sciences, and a survey of those areas where these techniques especially apply. This is to facilitate success in college and insure the continuance of study later for vocational and avocational interests. This is equivalent to approximately one-fourth of the college course in terms of credit hours, but it will also be tested in terms of quality achievement.

II. Essential Cultural Resources

In addition to a professional or technical training and an equipment of educational tools, a liberal arts graduate should be intelligently conversant with the culture of his civilization in order to enter more fully into and to contribute more significantly to his social responsibilities and especially to stimulate and develop enriching avocational interests. Against the warp of historical perspective and understanding, each student begins the study of the individual growing into a personality which must adjust to the many complexities of modern life—the home, family, community, state, nation, and world. To develop more fully the intellectual design on the warp of history, man's greatest contributions in literature, the arts, religion, and philosophy must be understood and appreciated. This, in course terminology, would make up one-fourth of the college requirement, which will be tested for permanent and quality acquisition as well as in course units.

III. Major Concentration In a Selected Field of Personal Interest

This is equivalent to approximately one-half of the four-year college course, involving a carefully planned sequence of courses in the major field and related subjects chosen by

the student in conference with his adviser, the professor of the major field. This gives the student necessary vocational training or preparation for further training at a professional school.

IV. Physical Education and Recreational Program

The emphasis will be upon knowledge of and care of a healthy physical body and the development of normal recreational habits. Objectives will include recreational activities for every student and the establishment of skills in games and sports which will develop interests for after-college years. In order to make this program a real part of the educational pattern, each student is expected to have a recreation period three times a week during his four years. Additional voluntary participation on intercollegiate teams, in intramural games and in friendly competition will be encouraged.

V. The Creation and Maintenance of a Social Environment

It is of paramount importance to incorporate the entire social life of the College into the educational program. During the four years on the campus, each student should establish wholesome and creative habits of living cooperatively. There will be a constant effort to build an environment distinguished by its qualities of friendliness, thoroughness and sincerity, reflections of the religious spirit in which the institution is nurtured.

I. TOOL COURSES

The curriculum of Guilford College has been planned to equip each student with educational tools—English, a foreign language, mathematics, and techniques of the natural sciences.

NATURAL SCIENCE

Natural Science 11—The Physical World.

Three lectures and two hours laboratory each week. Credit: three hours first semester.

This course is intended to provide an understanding of the method by which scientific conclusions are reached, the fundamental concepts with which the physical scientist operates and a broad general outline of the nature of the physical world.

Natural Science 12—Human Biology.

Three lectures and two hours of laboratory work each week. Credit: three hours second semester.

A study of man and his relation to the biological world.

Mathematics 13-14—Freshman Mathematics.

Three hours each week. Credit: three hours each semester.

The use of logarithms, the solution of linear and quadratic equations and simultaneous linear equations, the solution of right and oblique triangles. Simple algebraic, trigonometric, and exponential functions, their graphs, and their application to the description and prediction of natural and social phenomena. Special consideration is given to certain statistical concepts and to the mathematics of investment.

ENGLISH

English 11-12—English Composition.

Three hours each week. Credit: three hours each semester.

A study of the principles of correct usage and structure of words and sentences is made. Accuracy in the mechanics of writing is insisted upon. Themes, conferences, oral work, collateral reading, and reports are required.

CLASSICAL LANGUAGES

Greek 11-12—Elementary Course.

Three hours each week. Credit: three hours each semester.

Greek 13-14—Intermediate Course.

Three hours each week. Credit: three hours each semester.

Prerequisite: Greek 11-12.

or

Latin 11-12—Elementary Course.

Three hours each week. Credit: three hours each semester.

Latin 13-14—Intermediate Course.

Three hours each week. Credit: three hours each semester.

Prerequisite: Latin 11-12, or an accredited two-year high school course.

MODERN FOREIGN LANGUAGES

French 11-12—Elementary Course.

Three hours each week. Credit: three hours each semester

French 13-14—Intermediate Course.

Three hours each week. Credit: three hours each semester.

Prerequisite: French 11-12 or an accredited two-year high school course.

or

German 11-12—Elementary Course.

Three hours each week. Credit: three hours each semester.

German 13-14—Intermediate Course.

Three hours each week. Credit: three hours each semester.

Prerequisite: German 11-12, or an accredited two-year high school course.

or

Spanish 11-12—Elementary Course.

Three hours each week. Credit: three hours each semester.

Spanish 13-14—Intermediate Course.

Three hours each week. Credit: three hours each semester.

Prerequisite: Spanish 11-12 or an accredited two-year high school course.

II. ESSENTIAL CULTURAL RESOURCES

The course of study is also arranged to give each student an understanding of the world in which he lives and an insight into the outstanding problems of his age.

SOCIAL SCIENCE**Sociology 20—The Social Sciences—Introductory**

Three hours each week. Credit: three hours.

This course considers the development of scientific approach to the study of society, the culture concept, basic western institutions, problems of socialization and personality adjustment, and social responsibility. It includes units on the social testimonies of the Society of Friends and on efforts at relief and rehabilitation—national and international.

Prerequisite for all other Sociology courses.

Psychology 21—General Psychology.

Three lectures and two hours of laboratory each week.

Credit: three hours first semester.

An introductory course, giving a survey of the essential facts and laws of human behavior.

Prerequisite for all other Psychology courses.

History 37-38—A History of World Civilization.

Three hours each week. Credit: three hours each semester.

An attempt to develop an appreciation of history as a cultural resource diluting ethnocentrism, and the importance of the historical aspect of all modern culture. The main features of this course are a clarification of definitions, a recognition of the development of different great cultures, each valuable in its own light, the tracing of salient features of the rise of Western Civilization and an appraisal of some factors of an emerging World Civilization. The first semester especially emphasizes the classical and medieval foundation of Western Civilization, and the second semester deals with the major developments toward a World Civilization since approximately 1500.

LITERATURE AND ART**English 21—Survey of Western World Literature.**

Two hours of lectures, one of discussion each week. Credit: three hours first semester.

A study of the masterpieces of English and foreign literature. Outside reading and reports.

Philosophy 24—Aesthetics: Appreciation of Art.

Three hours each week. Credit: three hours second semester.

An analytic study of the beautiful, of aesthetic appreciation, and of artistic creation for the purpose of gaining an understanding of the fine arts.

PHILOSOPHY AND RELIGION**Religion 35-36—The Development of Religion in the Bible.**

Three hours each week. Credit: three hours each semester.

The religious development of Israel and the beginnings of Christianity are studied for their contribution to a mature religion.

Philosophy 41-42—A Survey of Religious and Philosophical Thought.

Three hours each week. Credit: three hours each semester.

This course deals with the development of human thought and religion from the Greek period through the modern era. It surveys the

great systems of philosophy and religion and shows their influence on developing civilization. Special consideration will be given outstanding leaders of thought of each period.

III. MAJOR CONCENTRATION IN A SELECTED FIELD OF PERSONAL INTEREST

Each student is encouraged to get as complete a mastery of his field of intensive study as is possible in four years. For this intensive work the academic subjects are separated into three divisions: the natural sciences, the social sciences, and the languages and arts. Each student chooses a major at the beginning of his course; in his sophomore year he begins the study of some related subject in the division; in his junior year he adds a second related subject. The major professor arranges each student's four-year course of study in conference with him, giving careful consideration to individual objectives and goals.

Exceptional students are encouraged to undertake an independent investigation in their major field, which may be incorporated into the required senior thesis; or to carry on an independent course of readings, research, or experimentation leading to a comprehensive examination and the award of Special Honors in their major subject.

Within the liberal arts curriculum of Guilford College, students may prepare for a great variety of occupations. Faculty advisers help each one plan his educational program best to fit him for his career. The student preparing for graduate or professional school should confer with the Dean to make sure that he takes a schedule of courses which will meet the requirements of the institution he wishes to enter. Usually, pre-medical and pre-nursing students and those intending to become laboratory technicians will major in biology. Pre-engineering students will major in mathematics or physics, and pre-dental candidates may major in either chemistry or biology. Pre-law students generally select history as their major field.

IV. See Physical Education Department

V. The Social Environment (page 79)

COURSE OF STUDY

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
NATURAL SCIENCE ... 6 Natural Science 11 Natural Science 12	SOCIAL SCIENCE 6 Psychology 21 Sociology 20	SOCIAL SCIENCE 6 History 37 History 38	PHILOSOPHY 6 Philosophy 41 Philosophy 42
ENGLISH 6 English 11 English 12	LITERATURE AND ART 6 English 21 Philosophy 24	BIBLICAL LITERATURE 6 Religion 35 Religion 36	ELECTIVE 6
FOREIGN LANGUAGE ... 6	FOREIGN LANGUAGE ... 6	MAJOR OR RELATED SUBJECT .. 6	MAJOR OR RELATED SUBJECT .. 6
MATHEMATICS 6 Mathematics 13 Mathematics 14	MAJOR OR RELATED SUBJECT .. 6	MAJOR OR RELATED SUBJECT .. 6	MAJOR OR RELATED SUBJECT .. 6
MAJOR 6	MAJOR 6	MAJOR 6	MAJOR 6
PHYSICAL ED. 2	PHYSICAL ED. 2	PHYSICAL ED. 2	PHYSICAL ED. 2

COURSES OF INSTRUCTION*

BIOLOGY

PROFESSOR CAMPBELL

A major in biology consists of twenty-four hours, including *Biology 13-14* (or equivalent) and *Biology 21-22*. *Biology 13-14* is prerequisite to all advanced courses. In the field of the allied subjects the student should take a minimum of one year of chemistry, preferably more, and one year of physics.

Biology 12—Human Biology.

Three lectures and two hours of laboratory work each week. Credit: three hours second semester.

A study of man and his relation to the biological world.
(Also listed as NATURAL SCIENCE 12)

Biology 13-14—General Biology.

Three lectures and three hours of laboratory work each week. Credit: four hours each semester.

This course is designed to give a thorough background in the fundamental principle of biology. Those majoring in the natural sciences, physical education or psychology, and those planning to teach science should elect this course instead of BIOLOGY 12.

No credit given for less than one year's work.

Biology 21-22—Vertebrate Zoology and Comparative Anatomy.

One lecture and six hours of laboratory each week throughout the year. Credit: three hours each semester.

This course includes a brief survey of the main classes of the vertebrates, followed by a comparative study of vertebrate anatomy. The types studied in the laboratory are the shark, necturus, turtle, and cat.

No credit given for less than one year's work.

Biology 23-24—General Botany.

Six hours each week throughout the year. Credit: three hours each semester.

A study of the morphology and and physiology of the plant phyla. Recommended to majors in biology who expect to teach or enter graduate study.

*The college reserves the right not to give a course when less than ten students register for it.

Biology 31—Physiology of the Human Body.

Three lectures and three hours of laboratory each week.

Credit: four hours first semester.

A study of the physiological processes of the human body.

Offered 1955-1956, and alternate years.

Biology 32—Vertebrate Embryology.

One lecture and six hours of laboratory each week. Credit: three hours second semester.

The development of the vertebrate with special emphasis on the chick.

Offered 1955-1956, and alternate years.

Biology 33—Bacteriology.

Two lectures and six hours of laboratory each week. Credit: four hours first semester.

A course in general bacteriology, including also a brief study of the most common pathogenic forms, and the theories of immunity. The laboratory work includes routine procedures, such as the preparation of the media, staining, and physiological reactions, in addition to analysis of food, milk, and water.

Offered 1956-1957

Biology 34—Technique in Laboratory Methods.

One lecture and six hours of laboratory each week. Credit: three hours second semester.

A course in technique in which the student is trained in working with such materials and methods as are encountered in health and hospital laboratories.

Offered 1956-1957

Biology 41-42—Advanced Biology.

Three lectures or nine hours of laboratory each week.

Credit: three hours each semester.

The work in this course will be given in the special field for which the student is especially prepared. It may be elected only by special permission from the professor in charge.

Biology 43—Genetics.

Credit: three hours first semester.

A study of the principles of genetics.

CHEMISTRY

PROFESSOR LJUNG, ASSOCIATE PROFESSOR OTT
AND ASSISTANT PROFESSOR PAGE

A major in chemistry consists of *Chemistry* 11-12, 21, 22, 23, 24, 31, 41. Students majoring in chemistry are advised to take two years of mathematics in addition to the course required of freshmen and two years of physics. Students may, however, take two or three years of biology. This arrangement is especially valuable for students registering for pre-medical work.

Chemistry 11-12—General Inorganic Chemistry.

Three lectures and four laboratory hours each week with discussion periods. Credit four hours each semester.

An introduction to the study of the principal metallic and non-metallic elements, and their compounds, and the fundamental laws of chemistry.

No credit is given for less than one year's work.

Chemistry 21—Qualitative Analysis.

Two lectures, one quiz period, and six laboratory hours each week. Credit: four hours first semester.

The fundamental principles and theories underlying the qualitative analysis and the methods of separation and identification of the common cations and anions are studied both in class and laboratory, using the semi-micro technique.

Prerequisite: Chemistry 11-12.

Chemistry 22—Quantitative Analysis.

Two lectures, one quiz period, and six laboratory hours a week. Credit: four hours each semester.

A study of the principal methods of gravimetric and volumetric analysis; lectures, laboratory work, and stoichiometric exercises.

Prerequisite: Chemistry 11, 12, and 21.

Chemistry 23-24—Organic Chemistry.

Two lectures, one quiz period, and six laboratory hours a week: Credit: four hours each semester.

A study of the aliphatic and aromatic series, and methods of preparation and purification of organic compounds.

Prerequisite: Chemistry 11-12.

Chemistry 31—Physical Chemistry.

Two lectures and three laboratory hours a week. Credit: three hours.

A study of the properties of solids, liquids, and gases and the properties of solutions.

Prerequisite: Chemistry 22 and Physics 11-12.

Chemistry 41—Research.

Conferences, library and laboratory work. Credit: to be determined.

Arranged for students majoring in chemistry. Special emphasis is laid on the use of chemical literature, method of approach to research, and the solution of some research problems.

ECONOMICS AND BUSINESS ADMINISTRATION

ASSOCIATE PROFESSOR VICTORIUS AND
ASSISTANT PROFESSORS ARNDT, PREYER, AND THIELMAN

It is the purpose of the Department of Economics and Business Administration to acquaint the student with the principles and practices that compose our economic system, to develop a scientific attitude toward the major economic problems confronting our society; and, where possible, to suggest sound procedures and policies for the solution of such problems. At the same time, opportunity is given the student to acquire the rudiments of a practical business training.

For the student who elects to major in economics and business administration, *Economics 21-22* (General Economics) is a required course. The following courses in special subjects are considered essential: *Economics 23* (Business Law); *Economics 31* (Money and Banking); *Economics 35* (Business Organization and Management); *Economics 41* (Labor Economics). Other courses in the field may be chosen according to the particular interest of the student. A major consists of 24 hours of credit, exclusive of credit for seminar and senior thesis.

For courses in related fields, all majors in economics and business administration should take *Psychology 31* (Personnel Psychology) and *Sociology 22* (Social Problems) in

addition to the general college requirements. Other related courses may be chosen according to the particular interests of the student.

Geography 13—Elements of Geography.

Three hours each week. Credit: three hours first semester.

Designed as an introduction into the field of geography, the course deals with the earth in its planetary relations, its representation on maps, with climatic elements and types of climates, soils, and surface features. Special attention is given to the manifold aspects of man's adaptation to his physical environment. **Exercises in mapping** and location of places are included.

This course is intended especially for majors in elementary education.

Offered 1955-1956, and alternate years.

Geography 14—Regional Geography.

Three hours each week. Credit: three hours second semester.

This course involves a study of the world's major regions against the background of their natural, cultural, and economic environments. Special emphasis is placed upon the regionally prevailing types of production, their social implications, and the problems associated with the development of important potential resources.

This course is intended especially for majors in elementary education.

Offered 1955-1956, and alternate years.

Economics 11—Development of Economic Society.

Three hours each week. Credit: three hours first semester.

Combining the historical and analytical approach the course is designed as an introduction to the general economics course. The discussion centers upon the evolution of economic organization from simple to more complex forms, tracing the development of economic institutions, doctrines, and societies through the Medieval Economy, Economic Nationalism, Industrial Revolution, and finally our Modern Economic Society.

Economics 12—Development of the American Enterprise System.

Three hours each week. Credit: three hours second semester.

This course is designed to promote an understanding of the evolution of American business enterprise in the various fields of economic endeavor: commerce, industry and finance. Special emphasis is placed on the contribution made by leading figures of the American business world to economic development in the United States.

Economics 21-22—General Economics.

Three hours each week. Credit: three hours each semester.

This course is planned to give a general understanding of the organization of our economic life and the fundamental principles underlying it. The student is introduced to the basic forms of business organization and combination and the elements which determine value and price. The principles and problems involved in the area of business administration, labor relations, monopoly, money and banking, international trade, business fluctuations, and government finance are analyzed and discussed, and some examination is made of programs for economic reform.

Required of all economics majors, and of students with a minor in economics.

The entire course must be completed before credit can be given for either semester.

Not open to first-year students.

Economics 23—Business Law.

Three hours each week. Credit: three hours first semester.

The aim of the course is to give the student an understanding of the main principles of law which govern the daily conduct of business. The topics discussed are contracts, agency, sales, bailments, suretyships, and negotiable instruments. The principles are illustrated by actual cases.

Not open to first-year students.

Offered 1955-1956, and alternate years.

Economics 24—Elements of Marketing.

Three hours each week. Credit: three hours second semester.

Consideration is given to the functions performed in the marketing of goods, and the agencies operating in the field of marketing, such as wholesalers, retailers, brokers and other agents, produce exchanges, and transportation and storage agencies. A study of marketing methods and policies involved in sales promotion, merchandising, and advertising is included.

Prerequisite: Economics 21.

Offered 1955-1956, and alternate years.

Economics 25—Elements of Accounting I.

Five hours each week. Credit: three hours first semester.

This course is built up along the lines and methods of modern accounting practice. The subject matter includes: theory of debit and credit, record making, organization of accounts, study of the complete accounting cycle including all types of adjustment, and presentation of financial statements. The semester is given to a consideration of accounting methods and bookkeeping practice applicable to the individual proprietorship.

Not open to first-year students.

Offered each year.

Economics 26—Elements of Accounting II.

Five hours each week. Credit: three hours second semester.

Continuation of Accounting I. Methods and practice applicable to the partnership and the corporation are studied. Emphasis is given to cost accounting procedure for the manufacturing enterprise. An introduction to analysis and interpretation of financial statements is included.

Prerequisite: Economics 25.

Offered 1955-1956, and alternate years.

Economics 31—Money and Banking.

Three hours each week. Credit: three hours first semester.

Following a study of the nature, functions and forms of money, of monetary systems and standards, and of American monetary experience, the development and present structure of the American banking system is discussed, with special emphasis on commercial banking process and the interaction between commercial and central banking. A comparison is made with foreign systems. Recent developments in the domestic and international field of money and banking are analyzed and discussed.

Prerequisite: Economics 21-22.

Offered 1955-1956, and alternate years.

Economics 32—International Economic Relations.

Three hours each week. Credit: three hours second semester.

In this course consideration is given to the theories, practices and problems in economic relations across national boundaries and between national states. Special emphasis is placed upon the tariff problems, and the international agencies for the promotion of international trade. The international economic position of the United States is analyzed and evaluated.

Prerequisite: Economics 21-22. The prerequisite may be waived for mature students.

Offered 1955-1956, and alternate years.

Economics 34—Elements of Statistics.

Five hours each week. Credit: three hours second semester.

This course is designed to introduce the student to the elementary statistical methods which are employed in the field of economics and business or related fields. Topics included are collection of data, sampling, tabular and graphic presentation of statistical data, types of averages and deviation, construction of index numbers, and meas-

urement of seasonal, secular, cyclical and irregular changes in economic data, as well as correlation analysis and measurement.

Not open to first-year students.

Offered 1954-1955, and alternate years.

Economics 35—Business Organization and Management.

Three hours each week. Credit: three hours first semester.

This course is a study of the principles and problems involved in organizing and managing business enterprises. Forms and methods of organization are discussed, and policies of operation for all aspects of management are analyzed, with special emphasis on the management of industrial enterprise. Principles and practices are illustrated throughout by a consideration of actual cases.

Prerequisite: Economics 21-22.

Offered 1954-1955, and alternate years.

Economics 36—Business Finance.

Three hours each week. Credit: three hours second semester.

This course is a study of the basic financial aspects of business enterprises. Major attention is given to the problems and practices as related to the corporate form of business. Questions of financial plans, permanent capital, working capital, management of earnings, and financing expansion and reorganizations are included. Actual cases are used to illustrate the principles and practices involved.

Prerequisite: Economics 21-22 and 25.

Offered 1954-1955, and alternate years.

Economics 41—Labor Economics.

Three hours each week. Credit: three hours first semester.

This course is an intensive study of trade-unionism, collective bargaining and public policy in the field of labor relations. Emphasis is placed upon the historical development of the labor movement and the issues involved in the establishment of constructive industrial relations.

Prerequisite: Economics 21-22. The prerequisite may be waived for mature students.

Offered 1954-1955, and alternate years.

Economics 42—Public Finance.

Three hours each week. Credit: three hours second semester.

In this course consideration is given to the principles and techniques involved in government expenditures, government revenues and public borrowing. The application of these principles and techniques by the various governmental units in the United States is

studied, with special emphasis on the tax system. Interrelationships of federal, state, and local finances are analyzed and discussed.

Prerequisite: Economics 21-22.

Offered 1954-1955, and alternate years.

Economics Seminar.

Two hours each week. Credit: one hour each semester.

The seminar is designed to serve a multifold purpose for majors in the field of Economics and Business. It is the meeting place and clearing house for the development of ideas and mutual aid in the solution of problems relating to general issues in the field of economics. Through the medium of reports and discussions on current projects, developments and problems, the student is expected to synthesize the knowledge gained in particular courses in special areas of economics.

Required of majors in economics during their junior and senior years.

SUMMER SCHOOL COURSES

Economics s30—Business Cycles.

Three hours each week. Credit: three hours.

An introduction to the empirical aspects of business cycles, cycle theories and public policy relative to business cycles.

Prerequisite: Economics 21-22. The prerequisite may be waived for mature students.

Offered 1955, and alternate years.

Economics s40—Public Control of Business.

Three hours each week. Credit: three hours.

This course is designed to offer an integrated study of public control of economic activities in various fields of private endeavor. Public policy is treated in the light of motivations, objectives, and administrative procedures. Special emphasis is placed upon the regulation of industrial combinations and public utilities as well as upon the practices that are directed toward the maintenance of a stable economy.

Prerequisite: Economics 21-22. The prerequisite may be waived for mature students.

Offered 1955, and alternate years.

EDUCATION

ASSOCIATE PROFESSOR BAILEY

It is the purpose of the Department of Education to develop a philosophy of education that is applicable to a democracy, to impart a knowledge of educational princi-

ples and methods of teaching based on sound psychological and sociological principles, and to equip the student for service as a teacher in the public schools.

Students who expect to teach in the secondary school will major in the academic subject of their interest. They will take certain courses in the Department of Education required for certification. These are *Education 21* and *Education 34*, or *Education 35*, *Psychology 22* and *Psychology 32*. Music Education majors take *Education 31* and *Education 32*; Physical Education majors, *Education 42*; and academic secondaries, *Education 38*; all take *Education 40*.

Those students planning to teach in the elementary school may major in Elementary Education. This major consists of *Education 21* and either *Education 34* or *Education 35*; *Education 25* and *Education 28*; *Psychology 22* and *Psychology 32*; *Education 36* and *Education 40*. Related courses required for certification and included in the course of study for those seeking elementary certificates are: *English 29*, *History 21-22*, *Political Science 32*, *Geography 13* and *14*; *Music 11-12*, *Physical Education 45-46*. Three hours of Choir credit may be counted in lieu of *Music 11-12*.

Psychology 22 is a prerequisite for *Psychology 32*. Before being eligible for *Education 40* a student must have had the proper course from the following group: *Education 31*, *Education 32*, *Education 36*, *Education 42*, *Education 38*. Wherever possible a student should plan his program far enough ahead so that it will be necessary for him to carry only 13 hours during the semester of the senior year in which student teaching is done.

All students wishing to do student teaching will file a written request with the head of the Department of Education during the second semester of their junior year.

All students planning to teach Music, Physical Education, or any academic subject on the secondary level, should consult the head of the Department of Education for further information about the requirements for certification.

Education 21—The American Public School.

Three hours each week. Credit: three hours first semester.

This course provides an intensive treatment of the place of the public school in our American democracy. Against the background of the changing American culture, the historical development of the various features of public education is presented, and the impact of historical institutions and ideas on education is pointed out. The social role of the school is emphasized. The course concludes with a vigorous treatment of the problems confronting American educational leadership as it charts its future course. Equally valuable to the teacher or layman who wishes a better understanding of one of America's most valuable institutions.

Education 25—Music for the Elementary School Teacher.

Three hours each week. Credit: three hours first semester.

This course is designed to meet the music teaching needs of elementary teachers. It includes the necessary fundamentals and the various methods used for the presentation of music to children.

Offered 1955-1956, and alternate years.

Education 28—Drawing and Industrial Arts for the Elementary School Teacher.

Three hours each week. Credit: three hours second semester.

This course includes the fundamentals in drawing and painting, materials for use in elementary schools and industrial arts.

Offered 1955-1956, and alternate years.

Education 31—Elementary School Music Problems.

Three hours each week. Credit: three hours first semester.

This course is primarily a prerequisite for the practice-teaching course. It includes the methods and materials used throughout the school system, score cards for evaluating progress, formulation of criticisms, visitations, and the organization of teachers' meetings.

Education 32—High School Music Problems.

Three hours each week. Credit: three hours second semester.

This course is a continuation of EDUCATION 31 and includes all phases of high-school music. A study is made of the organization of glee clubs and choruses, including voice testing, assignment of parts, balance of parts, and selections suitable for various types of high school programs; and of the organization of orchestra and bands, including selections suitable for each.

Prerequisites: Music majors who have covered all major requirements are eligible for Education 32. Other students may enter only by permission of the instructor.

Education 34—Philosophy of Education.

Three hours each week. Credit: three hours second semester.

In this course consideration is given to the nature of the educative process, the School as a social and educational institution, and the purpose it is designed to serve in a democracy.

Offered 1954-1955, and alternate years.

Education 35—Measurement and Evaluation in Education.

Three hours each week. Credit: three hours first semester.

This course is a study of mental tests and educational measurements, such as the nature of measurements, the derivation of educational scales, and the development of standardized tests, tests and measurements of ability and achievement in both elementary and high school subjects.

Prerequisite: Education 21.

Education 36—Techniques of Teaching in the Elementary School.

Three hours each week. Credit: three hours second semester.

Emphasis is placed on the selection, organization, and presentation of materials used with grades one through eight. Consideration is given to the principles of developing a sound curriculum in the elementary school. Frequent observations in public schools tend to make the course more meaningful.

Education 38—Techniques of Teaching in the Secondary School.

Three hours each week. Credit: three hours second semester.

This course is intended to give the prospective secondary teacher an understanding of the basic principles underlying the educative process in the secondary school. It includes methods employed in the organization of teaching materials in different fields of interest. It includes techniques of adjusting materials and learning aids to the needs of the pupils, and provides the prospective teacher with experience in curriculum construction, classroom organization and management, organization of routine activities such as record keeping, directed study, evaluation, school marks and marking systems. Observation of actual classroom teaching in the student's particular field of interest is an integral part of this course.

Education 40—Observation and Directed Teaching.

Five hours each week. Credit: three hours either semester.

Observation and directed teaching in the public schools will be supervised by the co-operating teachers and the head of the Department of Education. After sufficient observation and participation a minimum of forty-five hours will be spent in actual teaching. Discussions will be held and criticisms offered as the need arises. A fee, paid by the student, is charged for student teaching.

Prerequisite: One course from among the following: Education 31, Education 32, Education 36, Education 37, Education 38.

Psychology 22—Child Psychology.

Three hours each week. Credit: three hours second semester.

(See course outlined under *Psychology 22*, Department of Psychology.)

Education 42—Methods in Health and Physical Education.

Three hours each week. Credit: three hours second semester.

Materials and methods used in teaching health and physical education in public schools and colleges.

Psychology 32—Educational Psychology.

Three hours each week. Credit: three hours second semester.

(See course outlined under *Psychology 32*, Department of Psychology.)

Prerequisite: Psychology 22.

ENGLISH

PROFESSORS FURNAS AND THORNE*, AND ASSISTANT
PROFESSORS WEIS, MARLETTE, AND HARING

A student majoring in English is expected to acquire an adequate knowledge of English and American literature, and the ability to use the English language in a creditable fashion, with some feeling for style. This aim should be achieved by voluntary reading as well as by taking regular courses. A course in English history must be taken as early as possible.

A major in English literature should include Courses 15, 16, 25, 26, 33, 34, 35, 36, 45, and 46, and Seminars 41 and

* On leave of absence, 1954-55.

42. The courses are arranged in the order of increasing difficulty in language as well as in other ways so that each course is more or less a prerequisite for those which follow. They should, therefore, be taken just as nearly in the order suggested as is possible; at any rate, the first four must be taken before the last four, and *English* 35 and 36 before the last two. A student who wants to take American Literature may substitute *English* 23-24 for *English* 15 and 16, or 25 and 26. At least one semester of American literature is required by the State of North Carolina for high school teachers of English.

Majors in the department are expected to pass a comprehensive examination over the whole field about March first of their senior year. This is regularly an hour oral examination given by three or four instructors, but may include a written or printed examination. Preparation for it should include review of courses taken, filling in between courses, matters of meter, and principles of structure in the different literary forms.

Related courses for the English major may be in education, a foreign language (often useful in high school teaching), philosophy, Biblical literature, history and writing or spoken English of any sort.

English As a Tool

At the end of the course in first-year English, students will be expected to have attained the ability to use the English language as an effective tool in both written and spoken form. Not stylistic or artistic ability, but correctness in manuscript, spelling, punctuation, paragraphing, and the preparation of reports with properly referred authorities and a bibliography, will be required. This ability is tested by a comprehensive examination in English, which must be passed in order to receive credit for *English* 11.

Period Courses

English 15—Recent Literature.

Three hours each week. Credit: three hours first semester.

English 16—Victorian Literature: Tennyson, Browning and Others.

Three hours each week. Credit: three hours second semester.

English 25—The Romantic Revival.

Three hours each week. Credit: three hours first semester.

English 26—The Neoclassical Age.

Three hours each week. Credit: three hours second semester.

English 35—Milton and His Age.

Three hours each week. Credit: three hours first semester.

English 36—Shakespeare.

Three hours each week. Credit: three hours second semester.

English 45—Spenser and His Age.

Three hours each week. Credit: three hours first semester.

English 46—Chaucer and His Age.

Three hours each week. Credit: three hours second semester.

English Seminar 41-42—Old English Literature in Translation and the Book of John in Old English.

Two hours each week. Credit: one hour each semester.

Courses in Writing**English 11-12—English Composition.**

Three hours each week. Credit: three hours each semester.

One section of English 11 will be offered in the second semester when necessary.

English 37—Creative Composition.

Two hours each week. Credit: two hours first semester.

An advanced course in professional, artistic writing, with a large amount of practice. A student may have credit for two semesters of creative writing, but is advised not to take both the same year. Students interested in advanced journalistic writing may sign for this course.

This course will be offered in the second semester when necessary.

Offered 1954-55 and alternate years.

Courses in Spoken English

English 17—Public Speaking.

Three hours each week. Credit: three hours each semester.

Given each semester.

English 27-28—Play Production.

Three hours each week. Credit: three hours each semester.

Survey Courses

English 21—Western World Literature.

Three hours each week. Credit: three hours the first semester (See cultural resources courses.)

One section will be given the second semester when necessary.

English 23-24—American Literature.

Three hours each week. Credit: three hours each semester.

English 33-34—English Literature.

Three hours each week. Credit: three hours each semester.

Miscellaneous

English 29—Children's Literature.

Three hours each week. Credit: three hours first semester.

Offered 1954-55, and alternate years.

English Seminar 31-32.

Two hours each week. Credit: one hour each semester.

Advanced papers and reports on literary problems. A student majoring in English must take English Seminar 41-42 and should take also Seminar 31-32.

English 39—Advanced English Grammar.

Three hours each week. Credit: three hours first semester.

A course in functional grammar designed for those preparing to teach English in public schools and for those who wish a review of essentials in syntax, punctuation and usage.

English s47—The Law and Technique of the Drama.

Credit: three hours, in Summer School only.

FOREIGN LANGUAGES

ASSOCIATE PROFESSORS HILTY AND TOMLISON
ASSISTANT PROFESSOR ARNDT AND INSTRUCTOR SANDERS

In French or Spanish, 24 hours beyond the beginning course are required for a major. A student who majors in one modern language must study, in addition, two years of another; and if he has no credits to offer in any classical language, it is suggested that he study *Greek* 11-12 or *Latin* 11-12. No credit is allowed for less than two semesters of any elementary course. History or English is recommended as a related subject.

French

French 11-12—Elementary Course.

Three hours each week. Credit: three hours each semester.

French 13-14—Intermediate Course.

Three hours each week. Credit: three hours each semester.

Prerequisite: French 11-12, or an accredited two-year high school course.

French 21-22—Survey of French Culture.

Three hours each week. Credit: three hours each semester.

Prerequisite: French 13-14 or equivalent.

French 33-34—Advanced Course, primarily for language majors.

Three hours each week. Credit: three hours each semester.

Prerequisite: French 13-14 or equivalent.

French 41—Sixteenth Century Literature.

Three hours each week. Credit: three hours first semester.

Offered 1955-1956.

French 42—Seventeenth Century Literature.

Three hours each week. Credit: three hours second semester.

Offered 1955-1956.

French 45—Eighteenth Century Literature.

Three hours each week. Credit: three hours first semester.

Offered 1954-1955.

French 46—Nineteenth Century Literature.

Three hours each week. Credit: three hours second semester.

Offered 1954-1955.

German

German 11-12—Elementary Course.

Three hours each week. Credit: three hours each semester.

German 13-14—Intermediate Course.

Three hours each week. Credit: three hours each semester.

Prerequisite: German 11-12, or an accredited two-year high school course.

German 21-22—Survey of German Literature.

Three hours each week: Credit: three hours each semester.

Greek

Greek 11-12—Introduction to Greek Language and Literature.

Three hours each week. Credit: three hours each semester.

This will be Attic Greek or New Testament Greek according to the demand.

Offered 1955-1956, and alternate years.

Greek 13-14—Intermediate Course.

Three hours each week. Credit: three hours each semester.

Offered 1955-1956, and alternate years.

Prerequisite: Greek 11-12.

Latin

Latin 11-12—Introduction to Latin Language and Literature.

Three hours each week. Credit: three hours each semester.
Offered 1954-1955, and alternate years.

Latin 13-14—Intermediate Course.

Three hours each week. Credit: three hours each semester.

The course is divided so that the first semester is given to the study of Latin prose, including Caesar, Cicero, and Pliny, and the second semester to Latin poetry, including Virgil's Aeneid.

Prerequisite: Latin 11-12, or an accredited two-year high school course.

Offered 1955-1956, and alternate years.

Spanish

Spanish 11-12—Elementary Course.

Three hours each week. Credit: three hours each semester.

Spanish 13-14—Intermediate Course.

Three hours each week. Credit: three hours each semester.

Prerequisite: Spanish 11-12, or an accredited two-year high school course.

Spanish 21-22—Survey of Spanish Culture: Iberian and American.

Three hours each week. Credit: three hours each semester.

Offered 1955-1956, and alternate years.

Spanish 31-32—Advanced Course in Conversation and Composition.

Three hours each week. Credit: three hours each semester.

Prerequisite: Spanish 13-14 or equivalent.

Offered 1954-1955, and alternate years.

Spanish 41-42—Siglo de oro.

Three hours each week. Credit: three hours each semester.

Prerequisite: Spanish 13-14, or equivalent.

Offered 1955-1956, and alternate years.

Spanish 45—Nineteenth Century Literature.

Three hours each week. Credit: three hours first semester.

Prerequisite: Spanish 13-14.

Offered 1955-1956, and alternate years.

Spanish 46—Contemporary Spanish-American Literature.

Three hours each week. Credit: three hours second semester.

Prerequisite: Spanish 13-14.

Offered 1955-1956, and alternate years.

GEOLOGY

ASSOCIATE PROFESSOR OTT

Geology 21-22—General Geology.

Classroom, laboratory, and field work. Three lectures and three hours laboratory each week. Credit: four hours each semester.

This course will include.

1. A brief study of astronomic and physiographic geology.
2. An investigation of the more common minerals and rocks.
3. An understanding of the formation, transportation, deposition, and the resolidification of sediment through the action of the atmosphere, wind, water, rivers, glaciers, and oceans. Study of topographic maps.
4. A brief study of structural and historical geology.

HISTORY

PROFESSOR NEWLIN

ASSISTANT PROFESSORS BURROWS AND PREYER

The courses in this department are designed with the dual objectives of offering a variety of studies in history which will give a wide range of choice to students who wish to gain a knowledge of that field of history which is most directly related to the subject of their primary interest; and of providing a sound background for the student who wishes to become a teacher of history or to continue his study of history in graduate school.

A major in history consists of *History 13-14, 21-22*, two semesters of seminar and twelve additional hours selected carefully from other courses offered, at least six hours of

which must be chosen from the following: *History* 41-42, 43, 44, 45, and 46. All history majors are expected to take the required core curriculum history course, *History* 37-38; and are encouraged to plan their program of related courses with care to supplement their knowledge in that particular field or history in which they may be interested. Courses in economics, political science, literature and sociology are especially recommended as providing rich possibilities for a very well worked out and complete course of study.

Majors in the department are expected to pass a comprehensive examination covering their four-year course of study of history about March of their senior year.

History 13-14—Modern Europe

Three hours each week. Credit: three hours each semester.

In this general survey of the history of Modern Europe the period from 1500 to 1815 is covered during the first semester and the period from 1815 to the present time during the second semester. The origin and growth of the modern states, the great intellectual, political and economic revolutions, the impact of Europe on the rest of the world, and the causes and effects of the world wars are given special attention.

Required of history majors, and should be taken in freshman year.

History 21-22—The History of the United States

Three hours each week. Credit: three hours each semester.

A general history of the United States from its colonial beginnings to its emergence as a major world power, stressing primarily political developments, yet devoting considerable attention to social and economic factors and institutions as essential aspects of the life of the nation. The first semester takes the study up to 1865.

Required of history majors, and should be taken in sophomore year.

History 23—England to 1700.

Three hours each week. Credit: three hours first semester.

A general study of the history of England, the nation in formation, from the early conquests to the last of the Stuarts, with particular emphasis upon the evolution of political institutions, but also including attention to major social and economic developments.

Offered 1954-1955, and alternate years.

History 24—The British Empire: 1700 to the Present.

Three hours each week. Credit: three hours second semester.

The transition of the island nation into a world empire—the development of imperial organization, the struggle for imperial supremacy, the effect upon internal developments, and the impact upon world affairs

Prerequisite: History 23.

Offered 1954-1955, and alternate years.

History 25-26—Latin America.

Three hours each week: Credit: three hours each semester.

The purpose of this course is to study the main features of the history of Latin America from 1492 to the present time. In successive stages the study will cover: exploration and conquest, the richest of all Indian civilizations, empire building, the long period of European control, transition from colony to statehood, and struggle for national stability. In the course of the study the resources and major social and economic problems of the various states will find their proper places alongside the political developments. Special attention will be given to the history of the Twentieth Century. The major forces which agitate national and international affairs and the place of Latin America in world affairs will be stressed.

Offered 1955-1956, and alternate years.

History 34—North Carolina.

Three hours each week. Credit: three hours second semester.

This is a general history of North Carolina from the period of exploration to the present day. Colonial foundations, separation from England, the establishment of the commonwealth, slavery, reconstruction, constitutional reforms, educational development, and recent economic developments will be studied with care. It is the desire to see many of the important problems and developments in their national perspective.

Offered in 1954-1955, and alternate years upon sufficient demand.

History 35—The Far East in the Modern World.

Three hours each week. Credit: three hours first semester.

An appreciation of the impact of the Western powers on the Eastern countries is a major objective of this course. Political and economic penetration, international rivalries and their effects on the East, and the long struggle of the East for freedom from Western control are given special attention.

Offered 1954-1955, and alternate years.

History 37-38—A History of Civilization.

Three hours each week. Credit: three hours each semester.

An attempt to develop an appreciation of history as a cultural resource diluting ethnocentrism, and of the importance of the historical aspect of all modern culture. The main features of this course are a clarification of definitions, a recognition of the development of different great cultures, each valuable in its own light, the tracing of salient features of the rise of Western Civilization, and an appraisal of some factors of an emerging World Civilization. The first semester especially emphasizes the classical and medieval foundation of Western Civilization, and the second semester deals with the major developments toward a World Civilization since approximately 1500.

Required of all students—see cultural resources program.

History 41-42—The Foreign Policy of the United States.

Three hours each week. Credit: three hours each semester.

The purpose of this course is to make a general survey of the history of the foreign policy of the United States, and to give a clear understanding of the organization and constitutional provisions for the conduct of foreign relations and to show how foreign policies are formulated and controlled. Many of the foreign policies which have been most important in the history of the country will be subjected to detailed study.

Prerequisite: History 21-22.

Offered 1955-1956, and alternate years.

History 43—The Age of the Renaissance.

Three hours each week. Credit: three hours first semester.

A study of social, religious and economic conditions of medieval Europe, stressing the age of the Renaissance, its political, cultural, and ecclesiastical development leading to the era of discovery and colonization.

Offered 1954-1955, and alternate years.

History 44—Sixteenth and Seventeenth Century Europe.

Three hours each week. Credit: three hours second semester.

A study of the history of Europe through the early modern period covering the Reformation, the Counter-Reformation, the rise of national states, commercial expansion, development of the balance of power principle. Special attention will be given to the Reform movement in the 16th century.

Offered 1955-1956, and alternate years.

History 45—Europe Since 1914.

Three hours each week. Credit: three hours first semester.

This advanced course in European History is expected to give the student a knowledge of the economic, political, and social forces which have been determining factors in the major developments of the history of Europe during the past half century. Contemporary events and trends are studied in their global context.

Prerequisite: History 13-14.

Offered 1955-1956, and alternate years.

History 46—The United States Since World War I.

Three hours each week. Credit: three hours second semester.

An intensive historical analysis of the impact of the emergence of the United States as a world power upon the development of its political, economic, social, and cultural institutions.

Prerequisite: History 13-14 and History 21-22.

Offered 1955-1956, and alternate years.

History Seminar.

Two hours each week. Credit: one hour each semester.

Offered first semester each year.

First semester required of all majors during Junior Year.

Offered first semester each year.

POLITICAL SCIENCE

PROFESSOR NEWLIN AND
ASSISTANT PROFESSORS THIELMAN AND PREYER

The Department provides the student with an understanding and an appreciation of the forces and institutions on which government is founded. The introductory courses attempt to stimulate a critical and independent attitude of mind which will promote the growth of an intelligent and sympathetic citizenship. The advanced courses meet the need for a broad cultural education. They assist students who are interested in graduate work, or in teaching of Social Studies in the public schools, and provide a background for professional work in political science and public administration.

Political Science 21—Principles of Political Science.

Three hours each week. Credit: three hours first semester.

This course seeks to familiarize the student with the nomenclature and basic principles of political science. It treats the nature, origin, and evolution of the state and the functions of government.

Political Science 32—American Government: National.

Three hours each week. Credit: three hours second semester.

This course is designed to give the student a general knowledge of the organization and functioning of the National Government of the United States. The background and establishment of the National Government and of the federal system, the organization and functioning of the various departments and commissions of government, the division of powers in the federal system, and the role of the individual in the governing process are stressed. It is recommended that a study take *History 21* before taking this course.

Prerequisite: Political Science 21.

Political Science 33—Governments of Europe.

Three hours each week. Credit: three hours first semester.

This course offers a comparative study of the constitutions, structures of government, and political problems of England, Germany, France, Switzerland, Italy, and the new states of Central Europe.

Offered 1955-1956, and alternate years.

Political Science 34—International Organization.

Three hours each week. Credit: three hours second semester.

This course is designed to give the student a knowledge of the evolution of international organization as it exists today. The main subjects for study are the influence of international law, diplomacy, international conferences, private international organizations, international administration, organization for peaceful settlement of disputes, the League of Nations, and the United Nations Organization.

Offered 1955-1956, and alternate years.

Political Science 35—American Constitutional Development.

Three hours each week. Credit: three hours first semester.

A study of the development of the American Constitution through judicial interpretation, related to the changing political, social and economic problems of the United States. Definitive Supreme Court cases which have shaped the course of development will serve as the primary basis of study.

Offered 1954-1955, and alternate years.

Political Science 36—Contemporary Political Thought.

Three hours each week. Credit: three hours second semester.

This course is designed to give an understanding of leading political doctrines of the nineteenth and twentieth centuries which have had major influences in shaping the issues and conflicts of the modern world and is an analysis of the development of the main currents of Western political thought, studied through the writings of famous political thinkers who have had the greatest influence in shaping modern ideas and institutions, with special reference to the central issue of reconciling individual liberty with social control.

Offered 1954-1955, and alternate years.

Political Science 37—State and Local Government in the United States.

Three hours each week. Credit: three hours first semester.

This course is designed to acquaint the student with the organization, fields of work, and administrative methods of Government in the states, counties, cities, and towns of the United States.

Offered 1954-1955, and alternate years.

Political Science 40—Public Administration.

Three hours each week. Credit three hours second semester.

Prerequisite: Political Science 21 and 32.

This course is designed to give the student an understanding of the organization and procedure of the American Administrative system. Emphasis is placed on planning for efficiency in the conduct of public business, location of authority, responsibility of administrative officials to the Chief Executive, the Legislature, and the courts, and forms of administrative action in the public service.

Offered 1954-1955, and alternate years.

Political Science 44—Seminar in Political Science.

Credit one to two hours depending on the amount of work done. Second semester.

This seminar is designed to acquaint the student with selected materials and techniques of research in the field. Each student selects a problem of his own and studies it independently. Individual participation is absolutely essential. Student critics are responsible for evaluation of the work of other members of the seminar.

HOME ECONOMICS

ASSISTANT PROFESSOR MARTIN

The Department of Home Economics aims to approach the problems of homemaking from a cultural as well as a practical point of view. The courses provide a background in the fundamental and scientific methods in this field.

Home Economics 11—Housing and Home Furnishing.

Two lectures and three hours of laboratory work each week. Credit: three hours first semester.

In this course a study is made of essentials of house selection, planning, and furnishing from the standpoint of health, economy, comfort, and beauty.

Offered 1955-1956, and alternate years.

Home Economics 12—Clothing and Textiles.

One lecture and six hours of laboratory each week.

Credit: three hours second semester.

Fundamental principles in the selection, and purchase of textiles and ready-made garments; use of commercial patterns and construction of simple garments to suit one's individual need.

Offered 1955-1956, and alternate years.

Home Economics 21—Foods and Nutrition.

One lecture and six hours of laboratory each week.

Credit: three hours first semester.

A study of the principles involved in selection, and purchase of foods and in planning, preparation, and serving of family meals.

Offered 1954-1955, and alternate years.

Home Economics 24—Family Economics—Home Management.

Two lectures and three hours of laboratory each week.

Credit: three hours second semester.

Organization and management of household activities, time, energy, and income; problems and principles involved in selection and purchase of household equipment.

Offered 1954-1955, and alternate years.

MATHEMATICS

PROFESSORS PURDOM AND LJUNG

ASSOCIATE PROFESSORS OTT AND COBB

AND INSTRUCTOR HAINES

The Department of Mathematics offers courses planned to meet the needs of three types of students: (1) those who enjoy mathematics for its own sake; (2) those whose intended vocation requires mathematical skills; and (3) those whose only need for mathematics is to become well educated persons in our quantitative civilization. Students of this last type are usually satisfied with six hours of mathematics—the minimum required of all candidates for a degree. This requirement may be met by passing *Mathematics 11* or *13* and *Mathematics 14* or *15*, but the sequence *Mathematics 13-14* is planned specifically for such students and should be preferable to them.

Students of the first two types usually make mathematics their major or related subject. They should take *Mathematics 11-12*, *15*, and *18* their freshman year. Students majoring in mathematics are required to take one year of physics in addition to 24 hours in mathematics exclusive of *Mathematics 14* and *Mathematics 38*, although the latter is strongly recommended. *Economics 34* (*Elements of Statistics*) may be included in a mathematics major.

The student intending to work toward a graduate degree in mathematics is advised to acquire a reading knowledge of French and German while still an undergraduate.

No one may receive credit for both *Mathematics 11* and *Mathematics 13*.

Mathematics 11-12—College Algebra.

Three hours each week. Credit: three hours each semester.

The first semester includes the necessary review of algebraic operations but stresses the application of linear, fractional, quadratic, and variation equations to problem solving. Additional topics are irrational equations, exponential equations, logarithmic computation, and logarithmic equations. The second semester continues with properties of determinants, inequalities, complex numbers, theory of polynomial equations, simultaneous quadratics, permutations, combinations, probability, mathematical induction, progressions, compound interest and annuities, partial fractions.

Mathematics 13-14—Freshman Mathematics.

Three hours each week. Credit three hours each semester.

The use of logarithms, the solution of linear and quadratic equations and simultaneous linear equations, the solution of right and oblique triangles. Simple algebraic, trigonometric, and exponential functions, their graphs, and their application to the description and prediction of natural and social phenomena. Special consideration is given to certain statistical concepts and to the mathematics of investment.

Mathematics 15—Trigonometry.

Three hours each week. Credit: three hours first semester.

Plane trigonometry including the use of logarithms in the solution of right and oblique triangles but also stressing properties of the trigonometric functions, their inverses, their graphs, identities, and equations.

Prerequisite: 1½ units of high school algebra or Mathematics 13 or current registration in Mathematics 11.

Mathematics 18—Plane Analytic Geometry.

Three hours each week. Credit: three hours second semester.

Customary topics of plane analytic geometry treated primarily as preparation for the calculus and the sciences.

Prerequisite: Mathematics 11, 15, and registration in Mathematics 12 or equivalent progress.

Mathematics 21—Calculus I.

Three hours each week. Credit: three hours first semester.

Fundamental concepts of differential and integral calculus; technique of differentiation.

Mathematics 22—Calculus II.

Three hours each week. Credit: three hours second semester.

Applications of differentiation, formal integration, and applications of integration.

Prerequisite: Mathematics 21.

Mathematics 35—Theory of Equations.

Three hours each week. Credit: three hours first semester.

The solution of polynomial equations by trial, by radicals, and by Horner's method; transcendental equations by graphing and by Newton's method. Sturm functions, discriminants, and eliminants. Properties of determinants, rank of a matrix, linear dependence and consistency of m linear equations in n unknowns.

Prerequisite: Mathematics 21.

Mathematics 36—Solid Analytic Geometry.

Three hours each week. Credit: three hours second semester.

Points, curves and surfaces as represented in three dimensional coordinate systems. Determinants and matrices are utilized in the study of systems of surfaces, transformations, and the general quadric surface.

Prerequisite: Mathematics 35 or consent of the department.

Mathematics 38—History of Mathematics.

Three hours each week. Credit: three hours second semester.

The purposes of this course are (a) to show prospective teachers the relation of elementary mathematics to the total culture of a time and place and (b) to indicate to prospective graduate students some of the more recent advances in mathematics. Mathematics known before 1637 treated chronologically and geographically; mathematical development since 1637 treated topically and biographically.

Prerequisite: Mathematics 21.

Offered 1955-1956, and alternate years.

Mathematics 41—Advanced Calculus.

Three hours each week. Credit: three hours first semester.

Ability to differentiate and integrate the familiar functions of one variable is presupposed, but the definitions of derivative, differential, and Riemann integral are reviewed and made more rigorous. The major portion of the course is devoted to functions of several variables including such topics as partial derivatives, directional derivatives, multiple and line integrals, Jacobians, and vector operators.

Prerequisite: Mathematics 22.

Offered upon sufficient demand.

Mathematics 42—Differential Equations.

Three hours each week. Credit: three hours second semester.

A course for majors in mathematics or the natural sciences, seeking to develop mathematical maturity and resourcefulness in solving problems by the methods of differential equations.

Prerequisite: Mathematics 22.

Offered 1954-1955, and alternate years.

MUSIC

ASSOCIATE PROFESSOR BAUMBACH
ASSISTANT PROFESSOR DARNELL AND
INSTRUCTOR LJUNG

The Department of Music offers the Bachelor of Arts degree for all students who wish to emphasize music in a program of liberal arts study. This degree may be obtained with a major concentration in instruments (piano, organ, violin, etc.), voice, or music education. The latter also prepares the student for the North Carolina "A" grade certificate for public and high school teachers.

Any student may take lessons on any instrument or in voice either as an extra-curricular activity or an applied music minor, without any prerequisite except in organ, the study of which may be begun after the student has attained grade 6 in piano.

The entrance requirements for candidates for the A.B. degree in music are the same as those for other major subjects. In addition, talent tests will be given and students must give sufficient evidence of musical aptitude to make the course profitable. More specific requirements are stated in the applied music section.

Participation in some form of ensemble is required of all candidates for a music degree. At the discretion of the head of the music department, a student may be required to participate in more than one ensemble. All voice majors must belong to a choral ensemble four years. Music education majors must belong to a choral ensemble three years and may elect either choir or an instrumental ensemble during the fourth year. Piano and organ majors must belong to a choral ensemble four years unless proficiency on another instrument makes them eligible for an instrumental ensemble. Music majors are required to attend all recitals sponsored by the Music Department.

With the major concentration in instruments or voice, the student must take at least eighteen hours of related subjects for a minor, in addition to the required tool and cultural resources courses. These may be chosen from the

departments of English, foreign languages, philosophy, religion or, by special permission, from some other department. For this major, the student should take music 11-12, 15-16, and 17-18 in the first year, *Music* 21-22 in the second, *Music* 31-32 in the third, and *Music* 33-34 and 41-42 in the last year. Lessons for majors in the field are outlined in the applied music section.

With the major concentration in music education, the student must take at least eighteen hours of related subjects from the Department of Education for a minor, in addition to the required tool and cultural resources courses. The student should take *Music* 11-12, 15-16, and 17-18 in the first year, *Music* 21-22 in the second, and *Music* 33-34 and 41-42 in the third and fourth year.

Music Education majors must choose at least one major and one minor applied music subject. A minimum of twelve semester hours credit must be earned in the major applied music subject; a minimum of six semester hours credit in a minor applied music subject. If the major applied music subject is piano or voice, the student must take private or class instruction in the applied music minor beginning in the freshman year and continuing until six semester hours credit have been earned. If the major applied music subject is an orchestral instrument, the student must take piano lessons beginning in the freshman year, and, in addition, must take private or class instruction in one other instrument or in voice beginning in the sophomore year, until a total of nine semester hours credit have been earned.

Music Education majors with an applied music major in: Piano must complete grade 7 in piano and grade 2 in voice; Voice must complete grade 5 in piano and grade 3 in voice; an orchestral instrument must complete grade 4 in piano and grade 2 in voice or one other instrument, and grade 3 in their major instrument.

Music History majors are required to attain grade seven in piano. The requirements, otherwise, are like those of the major in instruments plus an advanced course in music history and literature.

Music Theory majors: Any student who has completed two years in any music course and has received a grade of B or better in *Music* 15-16, 21-22 and 17-18 is eligible for this major. The requirements are those of the major in instruments, except that the student need attain only grade 7 in piano and may take a course in Orchestration.

COURSES OF INSTRUCTION

Music 11-12—Music Appreciation.

First semester: Two hours class and one hour laboratory each week. **Second semester:** One hour class and two hours laboratory each week. **Credit:** Two hours each semester.

A survey of the literature of music, designed to give the student a deeper understanding of the value of music in everyday life.

Open to all students.

Music 15-16—Elementary Theory.

Three hours each week. Credit: two hours each semester.

A study of the rudiments of music, its terminology, intervals, scales, and its melodic, harmonic, and rhythmic elements. The first semester is devoted to the study of notation, rhythm, scales, keys, the four types of triads, and their application at the keyboard. In the second semester these studies are continued and the study of seventh chords, key relationships, modulation, modal scales, transposition by clef, and of four-part writing are introduced.

Open to all students.

Music 17-18—Eartraining.

Two hours each week. Credit: one hour each semester.

The materials presented in *Music* 15-16 are studied by means of rhythmic reading, sight-singing, and melodic and harmonic dictation. This course, therefore, must be taken simultaneously with *Music* 15-16.

Music 21-22—Advanced Theory.

Three hours each week. Credit: two hours each semester.

A continuation of the study of four-part writing, and including the study of altered chords, chorale harmonizations, and harmonic counterpoint based on the technique of the eighteenth and nineteenth century styles.

Prerequisite: *Music* 15-16.

Music 31-32—Counterpoint.

Two hours each week. Credit: two hours each semester.

A practical study of the medieval modes and the vocal polyphony of the sixteenth century, leading to an introduction to the eighteenth century invention and fugue forms. A thorough understanding is obtained by analysis and writing, using representative works by Palestrina, Lassus, J. S. Bach, and others as models.

Prerequisite: Music 21-22.

Offered 1955-1956, and alternate years.

Music 33-34—History of Music.

Three hours each week. Credit: three hours each semester.

A study of the history of music through analysis of the musical styles of the various periods. Recordings are used for illustrations.

Prerequisite: Music 21-22.

Offered in 1954-1955, and alternate years only, unless the demand is sufficiently great.

Music 41-42—Form, Analysis, and Composition.

Two hours each week. Credit: two hours each semester.

A study of the structural elements of musical form and harmonic rhythm. Analysis and writing of cadences, motives, phrases, periods, simple song-, rondo-, variation-, and sonata allegro forms. Examples are taken from representative works of eighteenth and nineteenth century composers.

Prerequisite: Music 11-12.

Offered 1954-1955 and alternate years.

Music 43-44—Orchestration.

Two hours each week. Credit: two hours each semester.

First semester: A practical study of all the orchestral instruments.
Second semester: Exercises in making simple arrangements for small and large orchestras.

Offered on sufficient demand.

Music 45-46—Music Literature.

Two hours each week. Credit: two hours each semester.

An intensive study of the literature of music. This course is especially designed for majors in music history and literature.

Offered in alternate years only on sufficient demand.

Music 47—Opera.

Two hours class and one hour laboratory each week.

Credit: two hours first semester.

Prerequisite: Music 21-22.

Music 48—Symphony.

Two hours class and one hour laboratory each week.

Credit: two hours second semester.

Prerequisite: Music 11-12.

Offered in alternate years only upon sufficient demand.

See Education 25—Music for the Elementary School Teacher.

See Education 31—Elementary School Music Problems.

See Education 32—High School Music Problems.

APPLIED MUSIC COURSES

Credit for work in applied music is granted only after an examination at the end of each semester, in which students are required to play representative numbers from the more difficult studies or pieces of their respective grades in order to earn promotion to the next higher grade.

Appearance in student recitals is required at the discretion of the teacher.

Applied Music Credits: One semester hour is earned by taking one half-hour lesson with five hours of practice each week. Two semester hours credit are earned by taking two half-hour lessons with ten hours of practice each week. It is understood that the credits are not earned unless the prescribed standard of difficulty is earned.

Piano Major

Piano majors are required to take two half-hour lessons in piano each week during the four year course. It is recommended that voice or a second instrument be studied at some time during the four years.

Entrance requirements: To enter the four year degree course in piano the student should be grounded in reliable technique. He should be able to play in a moderately rapid tempo (M.M. 100—four notes per beat) and parallel motion major and minor scales and arpeggios in octave position, and should have acquired systematic methods of practice.

He should have studied some of the standard etudes, such as Czerny, op. 299, book 1; Heller, op. 46 or 47; Bach, Little Preludes, a few two-part inventions, and compositions corresponding in difficulty to Haydn, Sonata No. 11, No. 20 (Schirmer); Mozart, Sonata No. 3 in C Major, No. 13 in F Major (Schirmer); or Beethoven, Sonata Op. 49, No. 1, etc.

Music 6—Piano (Freshman year).

Cramer, Studies; Bach, Three-part Inventions; Mozart, Sonatas C Major No. 3, F Major No. 13 (Schirmer); Beethoven, Sonatas, Op. 49 No. 1, Op. 14 Nos. 1 and 2, and other compositions of comparable difficulty.

Scales: Any major or minor scale to played in thirds, sixths, and tenths, M.M.—quarter note—112, in the following form:

Two octaves in eighth notes.

Four octaves in sixteenth notes.

Arpeggios: Any triad or dominant seventh to be played in all positions, hands together one octave apart, M.M. 112 per quarter note.

Music 7—Piano (Sophomore year).

Studies equivalent in difficulty to Czerny, Op. 740; Bach, Three-part inventions; sonatas equivalent in difficulty to Beethoven, Op. 10, No. 1 and 2, and Op. 14, No. 1; romantic and modern pieces.

All scales, triads, and seventh chords to be played in all positions and combinations, M.M. 120 per quarter note. The student should demonstrate his ability to read at sight hymns, folksongs, and other compositions of moderate difficulty.

Music 8—Piano (Junior year).

Materials equivalent in difficulty to Clementi, Gradus ad Parnassum; Bach, Well Tempered Clavichord; Beethoven, Op. 2, No. 1, 2, or 3; Concerto in C Minor; Mendelssohn, Concerto in G Minor; romantic and moderate pieces; all scales and arpeggios. The student should demonstrate his ability to read at sight accompaniments and compositions of moderate difficulty.

Music 9—Piano (Senior year).

Materials equivalent in difficulty to Chopin: Etudes, Scherzi, Ballads, etc.; Beethoven; Sonatas equivalent in difficulty to Op. 31, E flat; a classic or modern concerto; Bach: Well Tempered Clavichord, Suites, Partitas, Toccatas, etc.; classic, romantic, and modern pieces.

The student will prepare for final examination a recital program of serious content and adequate difficulty consisting of classic, romantic, and modern compositions; also a selection made by the examiners, preparation to be made in two weeks without any assistance from anyone. He

should have had considerable experience in ensemble and should be a capable sight reader.

Voice Major

Voice majors are required to take two half-hour voice lessons each week during the four year course.

Voice majors are required to take one half-hour piano lesson each week until the grade 7 standard has been attained, after which the study of another instrument may be substituted or that of piano continued.

Membership in the choir during the four year course is an essential part of this major and, therefore, required.

Entrance requirements: To enter the four year degree course in voice the student should be able to sing standard songs and simple classics in good English, on pitch, with correct phrasing and musical intelligence. He should also demonstrate his ability to read a simple song at sight and a knowledge of the rudiments of music. Some knowledge of piano is required.

Music 1—Voice (Freshman year).

Correct physical and mental poise. Principles of breathing and breath control. Proper use of the organs of articulation. Study of vowels and fundamental essentials of tone production with such vocalises as may be deemed necessary for the individual student. Simple songs in English and Italian. (Piano 3)

Music 2—Voice (Sophomore year).

More advanced technique. Studies of diatonic and chromatic scales, legato, staccato, triplets, the simple trill, and other standard embellishments. Italian songs of the classic Bel Canto period leading to songs by Handel, Bach, Mozart, Weckerlin, Schubert, and Schumann, thus covering the classic and romantic periods. (Piano 4)

Music 3—Voice (Junior year).

Studies for maximum flexibility and velocity. Fundamentals of style and expression appropriate to each stylistic period. Recitative, lyric, and dramatic examples from operas and oratorios by Bach, Handel, Mozart, Haydn, Gluck, as well as French and other songs from the works of modern composers.

Music 4—Voice (Senior year).

Study of the more difficult classic, romantic, and modern song literature, including songs in English, Italian, Latin, French, and German.

The student will prepare for final examination a recital program of serious content and adequate difficulty. He should have had considerable experience in ensemble and must be a capable sight reader.

Organ and Instrumental Majors

To enter the four year degree course as an organ major the student should have completed *Piano 6* or its equivalent. For standards consult the instructor.

Organ majors are required to take two half-hour organ lessons each week during the four year course and continue the study of piano until grade 7 has been attained, after which the study of voice may be begun. A minimum of one year of voice study and membership in the choir during the entire four years course are required.

To enter the four year degree course with a major in an orchestral instrument, the student should be grounded in reliable technique; he should be able to play scales and arpeggios at a moderately rapid tempo and should be prepared to play them, as well as one or more compositions, in order to give evidence of sufficient musical aptitude to make the course profitable. He should also have acquired methods of systematic practice. For specific standards consult the instructor.

Orchestral instruments, as secondary applied music subjects and as minor instruments for majors in Music Education, are taught in class groups. This method of class instruction may, then, be applied in teaching high school groups.

Music 35-36—String Class.

Two hours each week. Credit: one hour each semester.

A two semester course in the fundamentals of string technique.

Music 37—Woodwind Class.

Two hours each week. Credit: one hour each semester.

A one-semester course in the fundamentals of woodwind technique.

Music 38—Brass Class.

Two hours each week. Credit: one hour each semester.

A one-semester course in the fundamentals of brass technique.

Music 27-28—Class Voice.

Two hours each week. Credit: one hour each semester.

The course utilizes the same vocal exercises as private voice, but students have the opportunity of hearing each other and develop a faculty for constructive criticism. Exercises and songs are sung together and as solos.

This course is particularly useful for majors in Music Education with a minor in voice.

Music 19-20—Choir Training.

Five hours each week. Credit: No credit is given for choir in the first year; thereafter it carries one hour credit each semester.

Admission to the course is equivalent to membership in the A Capella Choir (see description under Student Activities). The course is an exceedingly practical one and is devoted entirely to the acquisition of a repertoire in music suitable for use in churches and other sacred gatherings. The various periods in the development of choral music are studied. Public performance is included for all members who become proficient. The work is especially adapted for prospective choir directors in churches and schools.

Music 23-24—Piano Methods.

Two hours each week. Credit: two hours each semester.

A course for future piano teachers consisting of a thorough investigation of teaching methods and teaching materials.

Offered only on sufficient demand.

Music 25-26—Voice Methods.

Two hours each week. Credit: two hours each semester.

A course for future voice teachers consisting of a thorough investigation of teaching methods and teaching materials.

Offered only on sufficient demand.

NATURAL SCIENCE

PROFESSORS CAMPBELL AND CROWNFIELD
AND ASSISTANT PROFESSOR PAGE

Natural Science 11—The Physical World.

Three lectures and two hours of laboratory each week.

Credit: three hours first semester.

(See tool courses.)

Natural Science 12—Human Biology.

Three lectures and two hours of laboratory each week.

Credit: three hours second semester.

(See tool courses)

Also listed as BIOLOGY 12.

PHILOSOPHY

PROFESSOR MILNER

ASSOCIATE PROFESSOR KENT

AND ASSISTANT PROFESSOR FEAGINS

The aim of the courses in philosophy is to train the student in the attitude of reasoned inquiry into the more basic problems concerning himself and his world as a whole. Insofar as this may be accomplished through a relatively thorough study of what others think or have thought, students should have an appreciable grasp of the historical development of philosophical endeavor. On the other hand, the individual student's personal reflection in an effort to understand the significance of ultimate problems for his own experience and to deal with them as best he can for himself is of paramount importance in the study of philosophy, and students are encouraged to work out their own tentative conclusions.

The courses of study in this department are offered to students of three general types: (1) those who are interested in a broad but integrated appreciation and understanding of human culture; (2) those who wish to explore the rational foundations of particular subjects of special interest to them, and most importantly perhaps their major subject (e.g., the sciences, religion, languages and literature and art); (3) those who desire to major in philosophy, whether or not planning to pursue graduate work in this field.

A major in Philosophy includes *Philosophy* 10, 11, 12, 28, 31, 33, 35 and 36. Either *Philosophy* 26 or 30 may be taken in place of any one of the last five of these courses.

Philosophy 10—Introduction to Philosophy.

Three hours each week. Credit: three hours either semester.

A study of the fundamental problems of philosophy, emphasizing the importance of philosophical thinking for man's everyday experience; an examination of typical ideas and systems of ideas in terms of which men have sought to solve these problems.

Note: this course should be taken prior to any other courses in Philosophy; when this is not possible it should be taken concurrently with the first of other courses taken. This general rule does not apply to students who take only *Philosophy 24* and *Philosophy 41-42*, the core-curriculum courses in this department required of all students.

Offered each semester each year.

Philosophy 11—Ethics: The Theory of Morals.

Three hours each week. Credit: three hours first semester.

A critical study of the chief theories of the nature and principles of moral living, with regard to both the good(s) valued and sought by man and the right way of acting (duty, the ought).

Offered each year.

Philosophy 12—Logic: the Principles and Problems of Rational Belief.

Three hours each week. Credit: three hours second semester.

A study of the rational foundations of clear discourse and valid inference and their application to communication and reasoning in everyday life and the sciences; an introduction to the principles and problems of the methods of proof used in the empirical sciences.

Offered each year.

Philosophy 24—Aesthetics: Appreciation of Art.

Three hours each week. Credit: three hours second semester.

(See cultural-resource courses).

Offered each year.

Philosophy 26—The Philosophy of Pacifism and Conscientious Objection.

Three hours each week. Credit: three hours second semester.

An analysis of the several forms of pacifism and conscientious objection to war; a consideration of the many philosophical problems raised by these forms; and an attempt to work out a systematic rational defense for and incentive to a modern positive peace testi-

mony consonant with the best traditions and principles of the Society of Friends.

Offered 1955-1956, and alternate years.

Philosophy 28—The Dialogues of Plato.

Three hours each week. Credit: three hours second semester.

The aim of this course is to acquaint students with a major number of Plato's Dialogues. The emphasis will be on the content of the dialogues and the implications of the ideas expressed therein.

For students of philosophy and students of literature.

Not open to freshmen.

Offered 1954-1955, and alternate years.

Philosophy 30—Christian Ethics.

Three hours each week. Credit: three hours the semester offered.

A systematic and critical study of Christian ethics. Distinctions between Christian and philosophical ethics; sources of Christian morality; development in history, including the social gospel movement; the Christian ethic applied to major problems of individual and social conduct.

Philosophy 31—Philosophy of Religion.

Three hours each week. Credit: three hours first semester.

An inquiry into the nature of religion, the meaning of primary religious concepts, and the relation of religious knowledge to other knowledge.

(Also listed as *Religion 31.*)

Offered 1954-1955, and alternate years.

Philosophy 33—Philosophy of Art.

Three hours each week. Credit: three hours first semester.

An analysis of the various aspects of the aesthetic experience; the forms of beauty; the differentia of the arts; the nature of creative imagination; the problem of standards of taste; the relation of the artist to the community. A rapid survey of theories of art and beauty from Plato to Croce.

Offered 1955-1956, and alternate years.

Philosophy 35—The History of American Philosophy.

Three hours each week. Credit: three hours first semester.

This course traces the development of American philosophical thought from colonial America to modern times. Special emphasis will be placed on social and political thought.

Offered 1954-1955, and alternate years.

Philosophy 36—Philosophy of Science.

Three hours each week. Credit: three hours second semester.

A critical examination of the fundamental assumptions, methods, concepts, problems, and philosophical implications of present-day natural science; a consideration of the limitations of scientific explanation as such, and of the relation of science to art, religion, and history.

Offered 1955-1956, and alternate years.

Philosophy 41-42—A Survey of Religious and Philosophical Thought.

Three hours each week. Credit: three hours each semester.

(See cultural-resource courses.)

Offered each year.

Philosophy Seminar.

Two hours each week. Credit: One hour each semester.

Individual and group reading and discussion of selected material—particularly from current journals—dealing with special topics of contemporary interest.

Required of all juniors and seniors majoring in philosophy, and open to all minoring in philosophy; open to all others at the discretion of the department.

PHYSICAL EDUCATION

The work in the Department of Health and Physical Education is in two divisions, one for men and one for women. Each student is required to make eight hours credit in this department before graduation, with the limitation that one hour must be made each semester that the student is in residence.

It is recommended by the department and the college physicians that all new students have typhoid and small-pox vaccinations before they enroll.

A major in Physical Education is offered for men.

**HEALTH AND PHYSICAL EDUCATION
FOR MEN**

ASSISTANT PROFESSORS MAYNARD, MEREDITH AND BAKER

It is the aim of this department to develop the organic systems of the individual and maintain a state of devel-

opment that will assure maximum efficiency at all times; to create interest in and a favorable attitude toward physical activity of the recreational type; to develop sufficient skill in a number of activities that the individual may use throughout life; to develop attitudes, standards, and ideals so that the individual may be of service to society and get the greatest satisfaction out of life.

The program of the Department of Physical Education consists of four divisions:

(a) The intercollegiate sports, which are football, basketball, baseball, track, and tennis.

(b) The intramural program, which is made up of the following activities: tag football, basketball, softball, tennis, volleyball, and golf.

(c) The required program, which consists of instruction in hygiene and the activities connected with physical education and practice in these fields. All students are required to provide themselves with gym shoes and a gym uniform.

(d) The academic courses which lead to a major in Physical Education, or a minor; enabling young men to prepare themselves for high school coaching positions or similar work in athletics at industrial plants or Y.M.C.A.'s.

Each student is given a thorough physical examination and is placed in those activities which are in keeping with his physical condition.

It is recommended that all students interested in completing a major or a minor in Physical Education confer with the Physical Education Department for details on the correct courses to take.

Physical Education 17-18M—A Service Course for Freshmen.

Three hours each week. Credit: one hour each semester.

This course offers fundamental skills in individual and team sports according to the sport in season.

Required of all freshmen.

Physical Education 23-24M—A Service Course for Sophomores.

Three hours each week. Credit: one hour each semester.

Fundamental and advanced skills in team sports and individual sports throughout the year.

Required of all sophomores.

Physical Education 39-40M—A Service Course for Juniors.

Three hours each week. Credit: one hour each semester.

Required of all juniors.

Physical Education 43-44M—A Service Course for Seniors.

Three hours each week. Credit: one hour each semester.

Required of all seniors.

Physical Education 15M—Personal Hygiene.

Three hours each week. Credit: three hours first semester.

This course aims to give the student a knowledge of the systems of the body, and instill into the student the proper attitude toward the human body that will result in a more wholesome life for the individual. This course is set up to give the student majoring in physical education a basic knowledge of health and hygiene.

Physical Education 16M—Community Hygiene.

Three hours each week. Credit: three hours second semester.

This course contains material on health as related to the whole community, such as, sanitation of the water supply, occupational and environment health hazards, health agencies and their work. This course is another basic health education course for the major in Health and Physical Education. A standard Red Cross course is included.

Physical Education 25M—Principles of Health and Physical Education.

Three hours each week. Credit: three hours first semester.

This course contains the need and purpose of health education, the healthful school, aspects of school health service, school and community cooperation for health, the curriculum in health education, and foundations of method in health. The student is given a thorough knowledge of the background of physical education showing the way in which physical education is organized on various other fields of study.

Physical Education 26M—Organization and Administration of Physical Education and Athletics in Public Schools and Colleges.

Three hours each week. Credit: three hours second semester.

It is the aim of this course to acquaint the student with the various problems that confront a coach or athletic director in his work. Problems of schedule making, equipment buying and legal aspects are among those included.

Physical Education 27M—Recreational Games for Teachers in Public Schools and Colleges.

Two hours each week. Credit: two hours first semester.

Offered to majors and minors in Health and Physical Education, beginning their sophomore year.

Physical Education 28M—Theory, Technics and Skills in the Coaching of Basketball, Track and Field Events.

Two hours each week. Credit: two hours second semester.

Offered to majors and minors in Health and Physical Education, beginning their sophomore year.

Physical Education 29M—Theory, Technics and Skills in the Coaching of Football.

Two hours each week. Credit: two hours first semester.

Offered to majors and minors in Health and Physical Education, beginning their junior year.

Physical Education 30M—Methods, Materials and Practice in Tumbling, Gymnastics, and Wrestling.

Two hours each week. Credit: two hours second semester.

Offered to majors and minors in Health and Physical Education, beginning their sophomore year.

Physical Education 37M—Methods, Materials and Practice in Soccer, Speedball, Swimming, Volley Ball, and Badminton.

Two hours each week. Credit: two hours first semester.

Offered to majors and minors in Health and Physical Education, beginning their sophomore year.

Offered 1954-1955, and alternate years.

Physical Education 38M—Skills, Technics and Methods in Coaching Baseball.

Two hours each week. Credit: two hours second semester.

Offered to majors and minors in Health and Physical Education, beginning their sophomore year.

Physical Education 35M—Individual and Corrective Physical Education.

Three lectures and two hours of laboratory each week.

Credit: four hours first semester.

In this course, the student is made familiar with various methods of treating athletic injuries as well as several programs of corrective exercises for public schools and colleges.

Open only to Juniors and Seniors majoring in Physical Education.

Physical Education 36M—Evaluation and Measurements in Health and Physical Education.

Three hours each week. Credit: three hours second semester.

This course contains numerous tests that measure various phases of a health and physical education program. The course will disclose tests of strength, cardiovascular conditions, nutritional appraisal, sports' ability, motor ability, posture appraisal, sports' knowledge, and other areas.

Open only to Juniors and Seniors majoring in Physical Education.

Physical Education 47M—Anatomy (Human).

Three hours each week. Credit: three hours first semester.

This course offers a study of the bones, the muscles, the nerves, and the various organs of the human body according to structure.

Offered 1955-1956, and alternate years.

Open only to juniors and seniors majoring in Physical Education.

Physical Education 48M—Physiology.

Three hours each week. Credit: three hours second semester.

This course offers a study of the various systems of the body from a functional standpoint.

Offered 1955-1956, and alternate years.

Open only to juniors and seniors majoring in Physical Education.

**HEALTH AND PHYSICAL EDUCATION
FOR WOMEN**

ASSISTANT PROFESSOR REYNOLDS

It is the purpose of the department of physical education for women to provide activity for all women students, to offer instruction in activities suitable for use in leisure time, to select activity through which may be developed improvement in neuro-muscular coordination, to encourage activity which provides for maximum organic efficiency, and to promote attitudes of individual and group co-operation.

The student is given a medical examination each year and activities are adjusted to the individual on the basis of results of this examination.

All students are required to provide themselves with tennis shoes and two regulation gym suits. These may be purchased in the fall at Guilford College.

Extra-curricular activities in this field are initiated, planned and executed by the cabinet of the Woman's Athletic Association in co-operation with this department.

**Physical Education 11-12W—A Service Course
for Freshmen.**

Three hours each week. Credit: one hour each semester.

The student is introduced to a varied program of activity including individual sports, team sports, rhythms, stunts, gymnastics, and self-testing activities.

Required of all freshmen.

Physical Education 21-22W—A Service Course for Sophomores.

Three hours each week. Credit: one hour each semester.

The student may elect from the activities introduced in the Freshman Service Course, the activity in which she would like additional instruction and participation.

Required of all sophomores.

Prerequisite: Physical Education 11-12.

Physical Education 31-32W—A Service Course for Juniors

Three hours each week. Credit: one hour each semester.

The student may elect from the activities introduced in the Freshman Service Course, the activity in which she would like additional instruction and participation. Not more than two semesters of any one activity may be presented for credit.

Required of all juniors.

Prerequisite: Physical Education 11-12.

Physical Education 41-42W—A Service Course for Seniors.

Three hours each week. Credit: one hour each semester.

The student may elect an activity in which she would like additional instruction and participation. Not more than two semesters of any one activity may be presented for credit.

Required of all seniors.

Prerequisite: Physical Education 11-12.

Physical Education 19-20W—Individual Physical Education.

Three hours each week. Credit: one hour each semester.

This course, for students so advised by the college physician, is taken in place of regular physical education classwork. Activity is determined on the basis of individual need.

Required of all students advised by the college physician to substitute limited activity for regular physical education.

Physical Education 13W—Personal Hygiene.

One hour each week. Credit: one hour first semester.

A course designed to place before the student functional information on health which will enable her to determine well-balanced standards of living with concern for herself, the immediate group in which she lives, and her community.

Required of all freshmen.

Physical Education 36W—Leadership in Recreation.

Two hours each week. Credit: two hours second semester.

Attitudes and skills for leadership; procedures and practice in conducting group recreation; survey of materials available. An elective course open to all students who have interest in developing skills for recreational leadership.

Offered 1955-1956, and alternate years.

Physical Education 45W—Practices and Procedures for Health in Elementary Schools.

Two hours each week. Credit: two hours first semester.

A study of concepts of health; qualifications of health education leaders; age level characteristics; scope of health education; school environment; health service in the school; related health agencies; health instruction; testing outcomes in health education. Required by the State Department of Public Instruction for certification as an elementary school teacher.

Offered 1954-1955, and alternate years.

Physical Education 46W—Pactices and Procedures for Physical Education in Elementary Schools.

Two hours each week. Credit: two hours second semester.

An application of the principles of physical education in the elementary school; introduction to and practice of teaching techniques; practice in administering the state course of study for physical education in elementary schools; activities suitable to minimum space and equipment. Required by the State Department of Public Instruction for certification as an elementary school teacher.

Offered 1954-1955, and alternate years.

PHYSICS

PROFESSOR PURDOM

The courses in Physics are designed so as to present to the student an important division of knowledge and an opportunity to participate actively in experimental investigations.

The Department has arranged the courses so that a student may prepare for a career in the fields of applied engineering physics; for further study at a graduate level; and for specialization in the field of science teaching.

The study of mathematics is strongly urged as a related subject, as the methods of the calculus are used in all of the advanced courses. It is recommended that students who intend to major in Physics take *Chemistry 11-12* in their freshman year and *Chemistry 21-22* and 31 during their college course.

Physics 11-12—General Physics.

Three lectures and four hours of laboratory each week.

Credit: four hours each semester.

This course presents the basis phenomena of physics for students of chemistry, biology, physics and engineering science. Strong emphasis is placed on quantitative concepts in the various subdivisions of mechanics, heat, electricity and light, and laboratory exercises are provided to measure many of these.

Prerequisite: Mathematics 14 or 15.

Physics 11-12 is a prerequisite for all advanced courses in the Physics Department.

Physics 21—Physical Optics.

Lectures and laboratory exercises each week. Credit: three hours first semester.

A theoretical and laboratory study of the optical phenomena associated with the propagation of electromagnetic waves; velocity, refraction, reflection, diffraction and its associated gratings, interference and polarization. Elementary studies in the field of spectroscopy.

Offered 1955-1956, and alternate years.

Physics 22—Mechanics.

Three lectures each week. Credit: three hours second semester.

Analytical mechanics, treating the statics, kinematics and dynamics of particles and rigid bodies. Various problems in the use of calculus and vector methods in mechanical systems.

Offered 1955-1956, and alternate years.

Physics 31-32—Electricity and Magnetism.

Lectures and laboratory exercises each week. Credit: three hours each semester.

Lectures and experiments concerning precisions electrical measurements, potential, capacitance, thermoelectricity, magnetic fields, inductance, and alternating current circuits. Elementary electronics, such as study and application of vacuum tubes and a number of circuits employing them.

Offered 1954-1955, and alternate years.

Physics 41-42—Atomic Physics.

Three lectures each week. Credit: three hours each semester.

An introduction to the modern theory of the structure of matter and the nature of radiant energy based upon experimental investigations in the fields of discharge through gases, radioactivity, photoelectricity, X-ray, thermionic emission, particle accelerators and nucleonics.

Physics 49—Physics Seminar.

Credit to be determined by the nature and quantity of study completed.

Intended only for those students majoring in Physics.

PSYCHOLOGY

ASSOCIATE PROFESSOR MILNER AND
ASSISTANT PROFESSOR FEAGINS

The purpose of the work in psychology is to guide the student into an understanding of the fundamental characteristics of human behavior, to help the student apply the knowledge of these laws of behavior in solving problems of personal adjustment to the environment in which he lives, to meet the ever-increasing demand for leaders who have psychological training, and to interpret education in terms of integrated personalities.

Psychology 21—General Psychology.

Three lectures and two hours of laboratory each week.

Credit: three hours first semester.

(See cultural-resource courses.)

Prerequisite for all other psychology courses.

Psychology 22—Child Psychology.

Three hours each week. Credit: three hours second semester.

This course is a study of the development of the child in a modern democratic culture. It will show the constant interplay between maturation and acculturation as they affect the growing child. The mental growth characteristics of the child's first fourteen years are carefully analyzed. Age norms are established for orientation and interpretive purposes. The main emphasis, however, is upon the guidance of each individual child so that he may become a well integrated personality.

Psychology 23-24—General Experimental Psychology.

One lecture and four hours of laboratory each week during the year. Credit: three hours each semester.

A laboratory course applying experimental method to psychological problems. A study of the principles of quantitative thinking and of considerations basic to psychological measurement, experimental design, and analysis of data. Training in the design, execution, and interpretation of experiments. Such topics as psychophysics, perception, motivation, frustration, conflict, transfer, learning, and memory are included.

Psychology 31—Personnel Psychology.

Three hours each week. Credit: three hours first semester.

This course is an application of psychological principles to vocational guidance, vocational selection, and personnel work. Special training will be given in the techniques of individual analysis—the interview, methods of formulating case histories, testing (group and individual, instrumental and paper and pencil, aptitude and achievement)—and in job and occupational analysis and classification.

Offered 1955-1956, and alternate years.

Psychology 32—Educational Psychology.

Three hours each week. Credit: three hours second semester.

The purpose of this course is to acquaint the student with the more important findings of experimental psychology, particularly as related to the learning process. Original tendencies, impulses, mental characteristics, laws of learning, transference of training, individual differences, exceptional children, such psychological problems as concern the teacher will receive attention.

Prerequisite: Psychology 22.

Psychology 41—Psychology of Personality.

Three hours each week. Credit: three hours first semester.

A study of the factors underlying the development and integration of personality. The course emphasizes the importance of motivation, learning, and re-education.

Offered 1954-1955, and alternate years.

Psychology 42—Abnormal Psychology.

Three hours each week. Credit: three hours second semester.

A study of the abnormalities of human behavior and of the causes and conditions of their development. Special consideration will be given to principles of prevention of maladjustment.

Offered 1955-1956, and alternate years.

Psychology 43—Psychological Testing.

Three hours each week. Credit: three hours first semester.

A study of the techniques of the administration, the interpretation, and the application of individual tests. Students are given enough practice in testing individuals to gain proficiency.

Offered 1955-1956, and alternate years.

Psychology 45—Current Psychologies: Psychoanalytical, Gestalt, and Field-Theoretical.

Three hours each week. Credit: three hours first semester.

Following a rapid survey of the history of psychology, this course considers the fundamental principles and methodologies of (1) psychoanalytical psychology as systematized by Freud, (2) Gestalt psychology as represented by Koehler, and (3) field-theoretical psychology as developed by Lewin.

Offered 1954-1955, and alternate years.

Psychology 46—Social Psychology.

Three hours each week. Credit: three hours second semester.

This course deals with the various psychological factors which operate to determine the behavior of individuals and groups in social relationships; the dynamics of leadership, social conflict, social maladjustment, education, race and other minority-group relations.

It is recommended that the student complete Psychology 45 before taking this course.

Offered 1954-1955, and alternate years.

Psychology—Seminar.

Two hours each week. Credit: one hour each semester.

The seminar in psychology is planned to increase the knowledge of psychological concepts, to present studies in the field, and to unify the work of the department. Students will present special areas of investigation; some will give oral reports, others carefully prepared papers. It is hoped to produce by this procedure special insight and understanding of their major field.

Required of all juniors and seniors majoring in psychology.

RELIGION

PROFESSOR CROWNFIELD,
ASSOCIATE PROFESSOR KENT
AND ASSISTANT PROFESSOR MOORE*

The Department of Religion offers courses to those who are interested in Bible study and religious values for their own development as well as to those who wish to prepare for specific service in religious education and in the ministry. A few courses are arranged especially for those who expecting to engage in the ministry among Friends or who are otherwise interested in the history and work of Friends. Special programs are available for young women planning to become church secretaries or directors of religious education.

A major in religion must include *Religion 35-36* and at least six hours chosen from *Religion 11, 12, 21, 22*; six hours from *Religion 37-38, 43-44*, six hours from *Religion 33-34, 47-48*, as well as *Religion 26*

Students majoring in religion are expected to participate in the Religion Seminar and to pass in their senior year a comprehensive examination covering the various aspects of religious study, including knowledge of the Bible, religious history and the fundamental principles of religious thought and practice.

To members of the Society of Friends who wish to be better prepared to assume the ordinary responsibilities of members of the Society it is suggested that they take a minor in Religion, to consist of the following courses: 15, 37-38, 26, 47-48, in addition to the required survey course.

Those who wish to teach religion in the public schools will meet the public school requirements by taking six hours of Old Testament, six hours of New Testament, and nine hours of electives, in addition to the education courses required for teaching.

*On leave of absence 1954-56.

Religion 11—Old Testament: The Prophets.

Three hours each week. Credit: three hours first semester.

A study of the prophets and their message in relation to their times, with a consideration of their permanent significance.

Religion 12—Life and Teachings of Jesus.

Three hours each week. Credit: three hours second semester.

The historical problems involved in the study of the life and teachings of Jesus are considered, but the main emphasis will be on the content of the teaching.

Religion 15—History and Principles of the Society of Friends.

Three hours each week. Credit: three hours first semester.

The impulse which produced the Society of Friends, and how it spread and found expression under various conditions.

Religion 21—New Testament: Epistles and Johannine Writings.

Three hours each week. Credit: three hours first semester.

The epistles of Paul, other epistles, and the writings bearing the name of John are considered in relation to their environment and as to their permanent significance.

Offered 1955-1956, and alternate years.

Religion 22—Old Testament: Law, History and Writings.

Three hours each week. Credit: three hours second semester.

This course is a study of the three important sections of Biblical literature usually designated as Law, History and Writings, as contrasted with the main stream of prophets.

Offered 1954-1955, and alternate years.

Religion 26—Worship.

Three hours each week. Credit: three hours second semester.

The nature and function of worship, both public and private, including the reading of a number of the classics of devotional literature.

Religion 31—Philosophy of Religion.

Three hours each week. Credit: three hours first semester.

An inquiry into the nature of religion, the meaning of primary religious concepts, and the relation of religious knowledge to other knowledge.

At least three hours work in Religion and three hours in Philosophy are presupposed.

Offered 1954-1955, and alternate years.

Religion 33-34—Principles and Practices in Christian Education.

Three hours each week. Credit: three hours each semester.

This study analyzes the concepts of education which are religious in character and specifically Christian. Its purpose is to clarify the ideas on which Christian education is based and to study the forms and methods by which Christian faith is kindled.

Either semester may be taken without the other.

Offered 1954-1955, and alternate years.

Religion 35-36—The Development of Religion in the Bible.

Three hours each week. Credit: three hours each semester.

(See Survey Courses.)

Religion 37-38—History of Christianity.

Three hours each week. Credit: three hours each semester.

A survey of the history of Christian thought and institutions from the beginnings to the present day.

Either semester may be taken without the other.

Offered 1955-1956, and alternate years.

Religion 43-44—History of Religions.

Three hours each week. Credit: three hours each semester.

The chief religions of the world, ancient and modern, are studied with reference to the development of their concepts of the essential nature and proper expression of what constitutes religion.

Either semester may be taken without the other.

Offered 1954-1955, and alternate years.

Religion 47-48—Religion in the Contemporary World.

Three hours each week. Credit: three hours each semester.

A consideration of the intellectual, personal and social problems involved in being religious today. It will include in the first semester such questions as the existence and nature of God and his relation to man and to the world. In the second semester such topics as Peace, Labor, Marriage, and the Ecumenical Movement will be discussed in the light of Christian principles.

Either semester may be taken without the other.

Offered 1955-1956, and alternate years.

Religion Seminar.

Two hours each week. Credit: one hour each semester.

The religion seminar is intended to broaden and deepen the student's understanding of the meaning of religion. The work in the first semester each year is designed to meet the needs of beginning students and deals with the lives of religious leaders past and present. The second semester is planned for upperclassmen and deals with important trends in current religious thought.

Religion majors are required to participate twice in the first semester program and twice in the second.

SECRETARIAL COURSES

ASSISTANT PROFESSOR MOORE

This group of courses is designed to meet the needs of two groups of students: (1) students who plan to do office work before completing a college course; (2) students who desire practical training for office work along with their college course.

Business 11-12—Typewriting (Elementary).

Three hours each week. Credit: two hours each semester.

The full course must be completed before credit will be allowed.

Business 13-14—Shorthand Theory (Gregg Functional Method).

Five hours each week. Credit: three hours each semester.

The full course must be completed before credit will be allowed.

Prerequisites: Business 11-12 or equivalent should precede or be taken concurrently.

Business 15-16—Advanced Typing (Production Work).

Three hours each week. Credit: two hours each semester.

Prerequisite: Business 11-12 or equivalent.

Business 18—Secretarial Accounting.

Four hours each week. Credit: two hours second semester.

Business 21-22—Advanced Shorthand and Typewriting—Transcription.

Five hours each week. Credit: three hours each semester.

Development of transcription skill with emphasis on mailable transcripts.

Prerequisites: Business 11-12 and 13-14.

The secretarial courses will be integrated with, and supplemented by, courses given at the Greensboro Evening College Division.

SOCIOLOGY

PROFESSOR DINKEL

VISITING PROFESSOR LOVEJOY

ASSOCIATE PROFESSORS MILNER AND STAFFORD

AND ASSISTANT PROFESSOR THIELMAN

Students who plan to take graduate work in law, religion, politics, social research, professional work in law, religion, politics, social research, professional social work, etc., are especially invited to major in this field. Those who do not plan graduate work but are interested in increasing their understanding of human relations, social organization and problems are also welcomed. Persons contemplating relief or rehabilitation work should find an undergraduate major in this field helpful.

Considerable flexibility in working out programs to meet individual needs is possible. Each student plans his total program in personal conferences with his advisers.

Courses—unless otherwise indicated—are open to non-majors. The department is anxious to be as helpful as possible to students majoring in related fields and any

students who may elect these courses to broaden their cultural horizon.

The Sociology Department aims to help students explore the best materials available at present on social interaction, group relationships, and cultural dynamics. The importance of recently developed reliable techniques of research and analysis is recognized and emphasized, but there is also clear recognition of the present limitations of knowledge in the social studies.

The department feels that a frank admission that its teaching staff is striving to further the use of scientific knowledge in the service of humanitarian and Christian values and those of the Society of Friends does not conflict with efforts to be objective and "scientific."

Sociology 20—The Social Sciences—Introductory.

Three hours each week. Credit: three hours.

This course considers the development of scientific approach to the study of society, the culture concept, basic western institutions, problems of socialization and personality adjustment, and social responsibility. It includes units on the social testimonies of the Society of Friends and on efforts at relief and rehabilitation—national and international.

Sociology 21—Principles of Sociology.

Three hours each week. Credit: three hours first semester.

This course is designed to acquaint the student with the processes of society, to give him some insight into the meaning of groups, community, culture, personality, types of social organization, process of social interaction, phases of social control, and social change.

Sociology 22—Social Problems.

Three hours each week. Credit: three hours second semester.

This course embodies a study of some of the major social problems of contemporary society: family disorganization, transiency, the social problems of industry, housing, special rural and urban problems, poverty, personal disorganization, racial and ethnic conflict, and international disorganization.

Sociology 23—Rural Sociology.

Three hours each week. Credit: three hours first semester.

A study of rural sociology in contemporary America, emphasizing case studies of rural communities where creative community organization—especially under the leadership of religious groups—is at work.

Offered 1955-1956, and alternate years.

Sociology 24—Marriage and the Family.

Three hours each week. Credit: three hours second semester.

A study of practical problems of marriage, parenthood, and the family in our contemporary society.

Sociology 27—Urban Sociology.

Three hours each week. Credit: three hours first semester.

This course emphasizes the study of human ecology in metropolitan districts and larger cities.

Offered upon sufficient demand.

Sociology 31—Anthropology (Paleontology, Archaeology, and Prehistory).

Three hours each week. Credit: three hours first semester.

A study of social origins and the earliest stages of growth of important human institutions, invention, diffusion of culture traits, etc.

Offered 1954-1955, and alternate years.

Sociology 32—Cultural Anthropology.

Three hours each week. Credit: three hours second semester.

A comparative study of cultures with emphasis on socialization and personality formation and social organization at various levels—especially modern primitive. Social institutions are compared, with effort at understanding, critical evaluation, and appreciation of other ethnic groups, their cultures, and their problems. Study is made of the application of anthropological methods to subdivisions of modern western society.

Offered 1954-1955, and alternate years.

Sociology 33—Southern Regions.

Three hours each week. Credit: three hours first semester.

An investigation of the southern regional culture and its relation to the culture of the United States. A study is made of the physical and human resources in these regions and of developments pointing toward a greater realization of inherent capacities of the southern regions.

Offered 1955-1956, and alternate years.

Sociology 34—Crime and Delinquency.

Three hours each week. Credit: three hours second semester.

A study of the nature and causes of delinquency and crime; an analysis of the theory and methods of treatment.

Offered 1954-1955, and alternate years.

Sociology 35—Forms of Social and Relief Work (History and Analysis).

Three hours each week. Credit: three hours first semester.

This is a non-professional course, though it is hoped that it may interest some students in social or relief work as a profession. A developmental history and description of public and private social service agencies, of case work, group work, community organization, emergency and disaster relief.

Offered 1955-1956, and alternate years.

Sociology 36—Racial and Ethnic Relations.

Three hours each week. Credit: three hours second semester.

A review of attempts to study racial and ethnic differences, attitudes, and relations. A study of the present status of racial and ethnic groups in the Americas.

Offered 1955-1956, and alternate years.

Sociology 39—Introduction to Social Research Methods. (Formerly Sociology 38).

Three hours each week. Credit: three hours first semester.

An historical study of social surveys and of modern survey methods; the general use of methods of scientific social research—the schedule, questionnaire, case study method, ecological techniques, culture group and community studies, study of social institutions, elementary scaling, graphs, and statistical techniques.

Offered 1955-1956, and alternate years.

Sociology 41-42—Research or Field Work in Sociology.

Credit to be determined.

A problem in social investigation under the direction of the instructor or properly supervised and reported experiences in human relations: tension reduction efforts, small group or community organization projects, institutional service or work camp experiences.

Prerequisite: Sociology 39 and/or special permission.

Sociology 43—Educational Sociology.

Three hours each week. Credit: three hours first semester.

The function and operation of various institutions and agencies of intergroup relationship operating within a community. The role of the school will be stressed. Considerable attention will be given to the methods and materials of intergroup education as techniques for building "bridges of understanding" between differing groups of people.

Prerequisite: Six hours in sociology or permission of the department.

Sociology 44—Educational Sociology.

Three hours each week. Credit: Three hours second semester.

A continuation of Sociology 43, with major emphasis given to action techniques.

Prerequisite: Nine hours in sociology or permission of the department.

Sociology 46—Sociology of Religion.

Three hours each week. Credit: three hours second semester.

Studies of the interaction of religious experience with sociocultural and institutional phenomena. Developments within the framework of Western Christian civilization are emphasized, but some attention is given to the larger non-Christian institutions and traditions and to primitive or preliterate religions.

Offered 1954-1955, and alternate years.

Sociology Seminar.

Two hours each week. Credit: one hour each semester.

An effort to supplement formal courses with current material from sociological and social casework journals. Reports, discussions, occasional visiting lecturers. Major topics to be selected according to the needs and interests of the group.

THE SOCIAL ENVIRONMENT

Underlying the whole Guilford College program is the conviction that education is not a mere process of accumulating a specified number of credit hours, often representing an assortment of unrelated courses, and exchanging them for a diploma. Education is a process of growth; it can be neither streamlined nor mass-produced. Education implies the "drawing-out" of all the latent capacities, physical, moral, and spiritual as well as intellectual, that lie within each individual.

This drawing-out of each individual's capacities by teaching him to think clearly and express himself adequately, by introducing him to the cultural and spiritual heritage of the past, and by orienting him in the world of the present, constitutes the goal toward which Guilford undertakes to direct the whole college experience of the student.

Naturally, the chief part of this experience is formal classroom instruction organized in terms of courses, for the unbroken pattern of human knowledge must often be divided artificially into segments for the purpose of intensive study. Guilford seeks to place the emphasis, however, not upon the courses themselves but upon the larger educational objectives toward which the courses are directed. This crucial change of emphasis tends to break down the old distinctions between learning in class and learning outside and makes it possible for all parts of the college program to contribute to the student's educational experience. Chapel programs, the Friday evening lecture series, visits by special outside speakers, and the resources of films, records and radio are utilized to enrich the total educational program. Able students are encouraged to undertake various forms of independent study, which are discussed in greater detail below. Further enrichment of the total educational program comes through the various organized student activities, which are also described below.

ATHLETIC ASSOCIATIONS

The athletic associations are organized for the purpose of fostering and encouraging the athletic interests at the college and of assisting in the work of the department of physical education.

The Athletic Association for Men

All intercollegiate athletics are under the general supervision of the Physical Education Director for Men and the Faculty Committee on Athletics, in co-operation with the Athletic Association for Men.

The Athletic Council is composed of the Faculty Committee on Athletics, the Physical Education Director for Men, officers of the Athletic Association and the managers of the teams. This council elects the managers of the teams, decides all important questions relating to athletics, and makes the financial appropriations for athletic purposes.

The Alumni Committee on Athletics acts in an advisory capacity to the Athletic Association.

Important Regulations

Athletic contests are promoted for the benefit of regularly classified students only, and only such students are permitted to represent the college in any athletic contest.

No student shall participate in any athletic contest who has not made a grade of C in at least nine hours of the work of the semester previous to that in which the contest occurs.

No student who registers after October first shall play on any college team during the first semester; nor shall any student who registers after February 10th of any year become a member of a team during the second semester.

All schedules of games must be submitted to the Faculty Committee on Athletics for approval before final arrangements are made.

Women's Athletic Association

The purpose of this association is to provide an optional program of activities offering recreational participation in the activities in which fundamental skill has been acquired in physical education classes.

In cooperation with the Department of Health and Physical Education for Women, the Women's Athletic Association conducts extra-curricular sports on an intramural basis throughout the year. Tournaments are organized on an inter-class basis in both team and individual sports. Extramural competition is afforded by occasional playdays and sports days. May Day and some social events are added projects of this group. Co-recreational tournaments in tennis and badminton are also sponsored by them.

Every girl in school is eligible for membership in the Association. Awards are made on a plan whereby the standards for them are attainable by any student. The cabinet consists of the following elected officers: President, Vice-President, Secretary-Treasurer, sports managers, equipment manager, dance manager, May Day chairman, publicity manager, cheerleader manager, and social chairman. These officers are elected in the annual spring elections held for all student offices.

MUSICAL ORGANIZATIONS

Guilford College Community Choral Society

The Choral Society is an organization of about 75 voices conducted by a member of the faculty and open to all students and members of the college community who may be interested in music. Ability to read a part and a fair quality of voice are required for entrance.

Experience in reading music and learning to interpret it according to the instructions of the conductor are the greatest values received. A concert is given annually.

The Fine Arts Club

Students who take applied musical subjects—piano, voice violin, and organ—form the nucleus for this club. Other

students interested in public performance are invited to join. The club holds biweekly meetings with programs given by the members, and students are criticized at the following lesson periods. Social occasions and open-house teas are held at seasonal times. Faculty sponsors meet with the club and help carry out the programs.

Band

The band was formed in fall of 1947 to play for football games. Since then it has also played for pep rallies and Chapel programs. It is made up of musicians who enjoy playing and want to keep the hard-won ability to play. Most of the members furnish their instruments but some school-owned instruments are available for use by band members. The library of the band contains not only marches, but overtures and novelty numbers. The band expects to accompany the football team on several trips each fall and participates in other school activities.

A Cappella Choir

This choir, which, as the name suggests, sings without accompaniment, is made up of the best voices of the college. Definite musical training is required before any member is permitted to sing in concert with the choir. In order to receive this training, inexperienced members are advised to take an introductory course in music. The choir made its initial appearance at Commencement, 1929. This was the first appearance of an organization of this kind in any southern institution.

In the many appearances which the choir has made there have been enthusiastic comments on the quality of tone, the harmony, and more especially on the sense of aesthetic values in the spiritual realm, which its members have been trained to experience and to communicate to others. It offers unusual opportunities for excellent training in the finest type of music, the sacred song, and also provides a splendid fellowship and an opportunity to carry a real message to the people of our country.

THE HONOR BOARD

The Honor Board, composed of student representatives chosen by the student governments and its two faculty advisers, is charged with the administration of the honor system as it applies to academic work.

THE DRAMATIC COUNCIL

The Dramatic Council is an executive board composed of faculty and student members who are interested in play production. It is organized to take charge of the presentation of two plays given annually by the students of the college. It has property rooms in Memorial Hall in which are stored the permanent equipment of the council. Points are awarded for satisfactory acting or assistance behind the scenes in the presentation of a play, and students become candidates for election to membership by acquiring eight points.

SCHOLARSHIP SOCIETY

The Guilford Scholarship Society was organized in 1937 (the centennial year of the College), and is for the expressed purpose of encouraging and recognizing high academic achievement. A student is elected to membership after his fifth semester provided he has established a quality average of 2.50.

THE STUDENT PUBLICATIONS

The Guilfordian, newspaper, published at intervals of two or three weeks, and *The Quaker*, the student yearbook, are edited and published by student staffs under the direction and sponsorship of faculty members designated by the administration. There is a separate staff for each publication. The various editors and managers of the two organizations are selected annually in the student elections by vote of the student body, but participation in some capacity is open to all students interested in the work of the publications.

STUDENT GOVERNMENT ASSOCIATIONS

The Men's Student Government and the Women's Student Government cooperate with the administration in all matters connected with student life both social and academic. The students elect their own representatives to the governing councils of these Associations.

THE STUDENT CHRISTIAN ASSOCIATION

The Young Men's and Young Women's Christian Associations of Guilford College were organized in 1889. In more recent years the two have been combined into one organization called the Student Christian Association, which is an accredited member of the National Student Christian Associations. During recent years Guilford students have served as president and chairman respectively of the North Carolina Student Christian Association and the Southern Region student Y.M.C.A. Continuing in the tradition of the earlier organizations, the Student Christian Association, with its faculty advisers, plans many of the religious and social activities of the campus. The Student Christian Association names a student member of the Committee on Convocations and participates in planning chapel programs.

Committees are appointed by the Student Christian Association to meet and welcome new students on their arrival at Guilford College and to give them every possible assistance in their orientation. The purpose of the Student Christian Association is to permeate with Christian influence every phase of college activity.

STUDENT AFFAIRS BOARD

The Student Affairs Board, made up of one representative from each student organization on the campus and a committee from the faculty, has the general oversight of the student activities of the college.

Limitation of Activities

In order to set a standard for the participation of students in various campus activities, each activity is given a point rating. These are shown in the table which follows:

Athletic Council—Men's

	Points
President	1
Secretary	1

Athletic Council—Women's

President	2
Vice-President	2
Secretary-Treasurer	2
Member	1

*Athletic Teams—Men's**Cross Country, Tennis, Track,
Golf*

Manager	2
Varsity squad	2

Baseball, Basketball, Football

Manager	3
Assistant Manager	2
Varsity squad	3
Junior varsity squad	1

Athletic Teams—Women's

Varsity squad	1
Second team	1

Cheerleaders

Head cheerleader	1
Member	1

Band

President	2
Member except President	1

Choir

President	2
Business Manager	2
Librarian	1
Member, if not registered for credit	3

Classes

President of any class	2
Chairman of Program Committee	2
Chairman of Social Committee	2

College Marshal

Member	1
--------------	---

Dramatics

Actor	2
President of Dramatic Council	2
Stage Manager	2
Member of Dramatic Council	1

Committee on Convocations

	Points
Member	1

Guilfordian

Editor-in-chief	4
Managing Editor	4
Business Manager	4
Associate Editor	2
Regular reporters	2
Minor staff members	1

Honor Board

Member	1
--------------	---

International Relations Club

President	2
Vice-President	1
Secretary	1
Treasurer	1

Quaker

Editor-in-chief	4
Managing Editor	3
Photograph Manager	3
Business Manager	2
Advertising Manager	2
Minor staff member	1

*Representatives to Student
Assembly*

Member	1
--------------	---

Social Committee

Chairman	3
Member except Chairman	2

Student Affairs Board

President	3
Secretary	2
Member except President or Secretary	1

Student Christian Association

President	3
Cabinet member except President	1

Student Council—Men's

President	3
Member except President	1

Student Council—Women's

President	4
House President	3
Secretary	2
Member except President, House President, or Secretary	1

The number of activity points which a student may carry is governed by his quality average for the preceding semester and determined by the following schedule:

<i>Quality Average of Student</i>	<i>Points Allowed</i>
3.00	13
2.75	12
2.50	11
2.25	10
2.00	9
1.75	8
1.50	7
1.25	6
1.00	5

A student passing nine hours work with an average of "C", yet not having a quality average of 1.00, may carry three points only.

No student may hold more than one four-point office.

A student participating in major student activities must be registered for thirteen hours, must have his matriculation card signed by the proper official in the Treasurer's office and must have on file at the college a transcript of his record from the last school he attended. In addition, a student who has been previously enrolled in college must have an average grade of "C" in at least nine hours of college work during the preceding semester. If the student has been out of college for a time, the rule applies to the last semester he was in college. In case a student attends summer school as well as the regular session, his eligibility is determined by his combined average for the preceding semester and summer school. Such a student must have passed with an average grade of "C" three-fifths of the hours for which he was registered during the preceding semester and summer school.

A student who enrolls after October 1st will not be permitted to participate in major student activities during the first semester. A student who enrolls after February 10th will not be permitted to participate in major student activities during the second semester.

The foregoing regulations are on a semester basis except for the student who has been given the grade *Inc.* Such a student will be readmitted to student activities when the instructor who gave the grade *Inc.* reports that

the work has been satisfactorily completed, provided he then meets the grade requirement.

In connection with intercollegiate athletics, the rules of the North Carolina Intercollegiate Athletic Conference are to be observed in addition to the college regulations governing all extra-curricular activities.

Committees appointed to make nominations for officers of student organizations should confer with the Student Affairs Board to determine whether the proposed candidates are eligible to hold the offices.

ACADEMIC REGULATIONS

GRADING OF STUDENTS

A student's standing is determined by daily recitations, hour examinations, and final examinations. Reports are issued quarterly. At mid-year and at the end of the year the report covers the work for the whole preceding semester. The grades attained are indicated by letters, *A, B, C, D, Inc.* and *F*.

A represents exceptional, *B* represents superior, *C* represents average, *D* represents passing attainment, *F* represents failure; *Inc.* represents incomplete, and shall be construed to mean that some part of the work has not yet been completed on account of conditions beyond the student's control. An *Inc.* not made up within a year automatically becomes an *F*.

A student may not be given a re-examination in a course at the end of the semester.

ABSENCES

All students, excepts sophomores, juniors and seniors who are on the honor roll, are required to attend classes regularly. When a student has a total of unexcused absences in one course equivalent to the number of credit hours in that course, he will be notified that one more absence will exclude him from the course and that the grade *F* will then be recorded. A student carrying less than twelve hours of academic work may not remain at the college except by special permission of the President. Students are allowed no absences, except those excused by the deans, three school days before and three school days after each vacation period. Students who are not passing nine hours

with the average grade of C are allowed no absences except those excused by the deans.

Unavoidable absences on account of illness will be excused by the deans. Other unavoidable absences, except those necessary to represent the college in major student activities, must be arranged for with the deans in advance.

All students are required to attend chapel twice a week unless they have been excused by the proper committee.

When a student has two unexcused absences from chapel, he will be notified that the third will exclude him from college.

When a student has three unexcused absences from physical education, he will be notified that a fourth will exclude him from college.

LATE REGISTRATION AND CHANGING CLASSIFICATION

A student will not be allowed to register for either the first or second semester, or to change registration, later than one week after the first day of classes except by permission of the Committee on Counselling.

Classes already missed because of late registration or change of registration are counted as unexcused absences.

EXTRA HOURS

Only students who have passed all their academic work and made an average of B during the preceding semester are allowed to petition to carry more than eighteen hours of academic work. Even very superior students are limited to a program of twenty-one hours. While enrolled at Guilford College, students may take courses by correspondence only after having obtained permission from the Dean's Office.

HONORS

Honors shall be awarded to the graduate who during his college course has attained the quality average of 2.5 and *High Honors* to the graduate who has attained the quality average of 2.7.

HONOR ROLL

A member of the freshman, sophomore, junior, or senior class who has a quality average of 2.5 during the preceding semester, will be eligible for the *Honor Roll*; however, no freshman may be admitted to the privileges of the roll until the end of the freshman year. Summer school averages are combined with those of the previous semester.

Those on the honor roll are not required to attend classes or be held responsible for daily preparations, but are required to take an announced quiz and quarterly and semester examinations.

Seniors who have been on the honor roll for five consecutive semesters are exempted from their final semester examinations.

The Personnel Directory of Guilford College includes lists of recipients of scholarships, prizes, and honors, and students on the Honor Roll.

REQUIREMENTS FOR GRADUATION

To obtain a bachelor's degree a student is required to complete a minimum of 128 semester hours, 120 in academic subjects, and 8 in physical education.

For each semester hour in which the student has the mark A he will receive 3 quality points; B, 2 points; C, 1 point; D, no points; F, no points. In order to be a candidate for a degree a student must have at least as many quality points as he has credit hours, with the exception of the eight hours of required work in physical education. The credit hours on which a student has a failing grade are

counted in making averages, unless the course has been repeated and passed, or some course has been substituted for it. A student whose quality average is below 1.00 will not be allowed to enroll for the senior year without permission of the Committee on Counselling.

In his major field the student must complete not less than 24 hours. Courses passed with a grade of less than C will not be credited toward a major. The student must also receive credit in the required educational-tool and cultural-resource courses, and must work out with his major professor a course of study including one or two fields related to his major.

The college course is planned for four years of study; no student who has attended college less than the equivalent of three years and two summer schools will be granted a degree. The student must do a minimum of one year's study at Guilford College and must be in residence the last semester of his academic work.

In order for a student to receive his degree he must submit to the Dean of the College a written application for admission to candidacy for the degree not later than one semester prior to the expected time of receiving the degree.

Applicants for a bachelor's degree in June must pass an achievement examination in a foreign language on or before May 10th and must settle their accounts with the college treasurer on or before May 1st of the year in which they expect to graduate. Applicants for a degree in August must pass an achievement examination in a foreign language at least three days before the beginning of final examinations in summer school and must have their accounts settled by July 17th. Those who fail to meet the above requirements will have their degrees withheld until the next regular date on which the degrees are conferred.

THE LIBRARY

With an educational program which includes much collateral and independent reading, the college obviously emphasizes its library. The collection of material, intended especially for a liberal-arts college, contains over 40,000 books and bound periodicals, besides hundreds of unbound periodicals and pamphlets. A Carnegie collection of 848 prints made from the best paintings in the world and 125 books on art make up a part of the collection. In addition a collection of 626 records and a Magnavox record-player have been secured through the same source, and have been placed in the large music and art room on the second floor. These two collections greatly enrich and extend the cultural as well as the academic resources of the library.

In an attempt to encourage the use of the facilities of the library, the authorities have imposed very few rules. Readers have free access to the shelves, and the librarians and attendants are anxious to assist students in finding material. As a result of the increased use of the building, however, thoughtful consideration of others is requested so that all who come may have a quiet place to study.

The reading rooms are large and well lighted. All books of fiction and reference are shelved in the main room, and are immediately available to the reader. The smaller reading room contains current issues of many magazines and journals and the more recent bound volumes of the leading periodicals. The fire-proof stack room is equipped with steel shelving and has twenty-one individual study desks. Seminar rooms and small study rooms also are available for students and groups engaged in special projects. A large number of books and

manuscripts bearing on North Carolina history, the history of the Society of Friends and of Guilford College are contained in the Quaker Collection Room and the adjoining vault. It is hoped that these records, probably the largest collection of Quaker material in the South will be augmented by friends who have documents of historical interest in their possession and who would like to deposit them where they will be well cared for and available for study.

SPECIAL TRAINING AND INDIVIDUAL COURSES

Guilford College attempts to emphasize individual development in a number of ways, among which the following are especially important. Each student is required in his sophomore year and again in his junior year to make a special public talk which is designed to give him practice in the comprehension, organization, and presentation of more or less complicated material. In the senior year each student presents a thesis in the preparation of which he has made some original investigation.

In a number of courses in the college curriculum detailed syllabi have been prepared which give advanced, capable students the opportunity to study independently and receive credit for work done upon the successful completion of a comprehensive written and an oral examination covering the material.

Seniors who have achieved a high record during their first three years of work are permitted and encouraged to carry on an independent course of readings and study looking toward special honors in their major department, or they may undertake an independent investigation in their field of major concentration, the results of which may be in-

corporated into the required senior thesis, and for which they may be awarded as much as six hours credit. For details of the regulations covering such projects the student should consult the head of the department in which he is majoring.

SUMMER SESSION

The summer session at Guilford College is planned around certain definite objectives: (1) to afford an opportunity for capable students to complete the requirements for the bachelor's degree in less than four years; (2) to allow high school graduates to begin their college education in an atmosphere of quiet and peaceful surroundings without the usual busy period of the opening of college each fall; (3) to offer students a program of study in keeping with the changing conditions, whether local, national, or international; and (4) to give teachers the opportunity of further training in their special fields of interest.

Summer session courses are taught by the regular faculty of the college and are the same in content as courses offered in the fall and spring semesters. Courses given vary from summer to summer. The college's usual high standards of scholarship are maintained. Students may earn up to ten semester hours, in the nine weeks session.

For further information, write to: Director of the Summer Session, Guilford College, North Carolina.

ACCELERATED PROGRAM

By attending summer sessions, a student materially reduces the time it takes to finish his college course (see (1) above). Many people have completed the work in three calendar years, with some exceptional students finishing in six semesters and two summers.

THE GREENSBORO EVENING COLLEGE — DIVISION OF GUILFORD COLLEGE

Early in 1953 Guilford College assumed the assets and responsibility of the operation of the program of the Greensboro Evening College.

The college credit courses of the Evening College are now courses of the regular curriculum of Guilford College, are taught by members of the college faculty, and the traditionally high academic standards of Guilford are maintained. These courses are therefore thoroughly accredited. Such academic facilities as the Library are open to the use of Evening College students on the same basis as to students enrolled in day classes.

The Evening College also offers courses in standard high school work, courses in business education and in industrial management, and adult education courses both of a technical nature (designed to increase the skill and earning power of employees of Greensboro firms), and also of a purely cultural nature.

Special bulletins and further information may be secured from:

GRADY E. LOVE, *Director*
Greensboro Evening College
Division of Guilford College
519 West Washington Street
Greensboro, North Carolina

ADMISSION

It has been agreed that Guilford College should remain a small college of five hundred students. Those who can live in their homes, commuting to the campus each day, will be accepted into mem-

bership in the student body as long as the facilities of the College can provide for their needs.

The decision to have a college of this size is the result of the thinking of many educators that the finest life and the best scholarship are fostered in a small college. The student who is given the privilege of becoming a member of Guilford College's friendly student body assumes the obligation of loyalty both to the spirit and the letter of its regulations and traditions.

The faculty and student governments have requested that women students refrain from the use of tobacco on the college campus or in the community. Men students are requested to confine their use of tobacco to their dormitories. The possession or use of intoxicating beverages is forbidden. Gambling is forbidden.

Whenever a student shows, by maintaining low standards of scholarship or standards of conduct that are at variance with those the college strives to maintain, that he fails to appreciate the opportunity that is his, he will be asked to withdraw from the college. In all such matters the college exercises final authority.

ADMISSION TO THE FRESHMAN CLASS

Freshman standing will be granted to a student who is believed by the Committee on Admissions to be capable of doing acceptable college work and who has completed satisfactorily a four-year course of not less than 15 units in a secondary school of approved standing or the equivalent of such a course as shown by examination. In order for an applicant to be considered by the Committee on Admissions, he should submit a formal application and have his high school record to date sent to the college.

A student is advised to plan his secondary school work so that he will be adequately prepared to enter the courses he will take at Guilford College. No more than three units in vocational subjects can be accepted as part of the minimum fifteen. The following secondary school courses are suggested:

English	3-4 units
Mathematics	2-4 units
Foreign Language	2-6 units
Social Studies	1-4 units
Natural Science	1-4 units

ADMISSION TO ADVANCED STANDING

Students from other approved institutions will be admitted to such standing as seems fair to the Committee on Credentials. The applicant in every case must present a statement of honorable dismissal, a catalogue of the school attended, and an official statement and description of the work done, with a complete record of entrance credits.

SPECIAL AND IRREGULAR STUDENTS

Persons twenty-one years old or older, who are not candidates for a degree and who may not have completed a high school course, may be admitted as special students. No special student will be permitted to register for less than twelve academic hours in any term except by consent of the president. Such an applicant may study subjects for which he is prepared.

FEES

Guilford College attempts to keep the cost of education as low as possible. This is accomplished to a great extent through income from the Endowment Funds, now approximately \$1,250,000, and donations.

In former years the college has at times furnished as much as 62 per cent of the annual cost of the student's academic training.

It is the constant purpose of the administration to give to Guilford students services of high value in relation to the cost to them. The College may find it necessary to raise the basic fees during a year to maintain the existing standards. If this becomes necessary, persons responsible for fees will be given prior written notice.

TUITION AND FEES

For tuition, board, room rent, registration, library, laboratory, gymnasium, and lecture fee for the academic year the charge is (not including student activity and medical fees):

For men in Archdale Hall	\$750.00
For men in Cox Hall	750.00
For women in Founders Hall	750.00
Tuition and special fee	\$350.00
Board and room	400.00
For women in Kathrine Hine Shore Hall ..	775.00
Tuition and special fee	350.00
Board and room	425.00
For women in Mary Hobbs Hall (estimated)	650.00
Tuition and special fee	350.00
Board and room	300.00
For day students	
Tuition and special fee	350.00
<i>For all students</i>	
Student activities fee	22.00
Medical fee	6.00
Visual Education Fee	2.00
Student accident insurance	men 8.50
	women 4.50

(Waiver basis—see note next page)

The Student Activities Fee is assessed to cover the budget of certain student organizations in which every student may participate or from which he receives certain benefits. The budget must be adopted by at least a three-fourths vote of the entire student body. The organizations participating in the budget are the Athletic Associations for men and women, the college annual, the college newspaper, the Christian Association, the Student Government organizations, the Dramatic Council, Social Committee, the Student Affairs Board, and the Choir. A charge of one dollar per semester will be made to cover tax liability on student admissions.

Medical Fee. The medical fee does not cover the cost of professional services where a physician is called to attend a patient nor the cost of a special nurse. The college does, however, provide a thorough physical examination for each student at the beginning of the year, the services of a trained nurse at the college, and medicine for ordinary exigencies or minor accidents. The administration furthermore undertakes to maintain sanitary and healthful conditions for the protection of the students and the faculty. Each student is required to keep his own room clean and in order.

All women students, when ill, will be removed to the college infirmary in Founders Hall upon the direction of the nurse.

Students' Accident Expense Reimbursement Insurance. A plan of Students' Accident Expense Reimbursement Insurance is offered on a waiver basis. Under this plan, the American Casualty Company of Reading, Pennsylvania, will indemnify a student for doctors' fees, nurses' fees, hospital confinement and other specified expenses caused by accidental bodily injury, not to exceed \$1,000, and dental treatment resulting from such injury, not to exceed \$100. Benefits are effective twenty-four hours a day during the entire school year including interim vacation periods.

The premium of \$7.50 for each male student and \$4.50 for each female student will appear as an item on the first

semester charges unless students or parents notify the Business Office in writing, on the day of the student's registration, that such protection is not wanted. Policies will be issued promptly by the American Casualty Company for each insured as early as practical after College registration.

Special Fees

For less than full work (12 semester hours), \$12.00 per semester hour plus a \$5.00 registration fee each term.

Graduation and Academic Costume Fee	\$12.50
Late Registration Fee	\$2.00 to 10.00
Typewriting Rental Fee (per semester)	6.00
Extra credit hours (more than 18) per hour	12.00
Materials Charge for Laboratory Course:	

Charges for materials and for equipment breakage will be made by the professor in charge. Excess charges will be paid by the student.

Organic and Analytical Chemistry (per semester)	10.00
General Chemistry (per semester)	4.00
Natural Science (per semester)	3.00
Biology (per semester)	5.00
Fee for practice teaching	35.00

Fees in Music

(All fees for one year—two semesters)

Class lessons in Voice	\$ 25.00
Class lessons in Instruments	25.00
Private lessons in voice or instruments:	
Two lessons per week	\$100.00
One lesson per week	60.00
Use of piano for practice:	
Six hours per week	10.00
Twelve hours per week	16.00
Use of organ for practice:	
Six hours per week	16.00
Use of orchestral instruments	10.00

PAYMENTS

Payments covering all expenses are due as follows:

Upon registration for first semester	30%
November 10	20%
Upon registration for second semester	30%
March 15	20%

Make all checks payable to Guilford College.

Veterans will be required to present at the time of registration their Certificates of Eligibility and Entitlement.

Parents or guardians should send with the student draft or cash sufficient to cover the first payment and should see that other payments are in the Business Office on or before the date designated. Statements will not be sent out for these payments unless requested by the student or his parents. Such requests should be made two weeks before the date payment is due.

Necessary books and supplies are sold at the College Bookstore. Each student should be prepared to procure these on a cash basis.

Since some parents may prefer to pay tuition and other school fees in equal monthly installments during the academic year we are glad to offer this convenience under The Tuition Plan. The cost is 4% greater than when payment is made in cash at the beginning of each term.

During vacation periods no meals will be served at the college and all rooms must be vacated.

Regulations Governing Payments

Refunds and Reductions. Upon withdrawal of a student from Guilford College, refunds of fees paid are calculated from two weeks following written notification of the Business Office of such withdrawal. Payment covering these two weeks is considered liquidating expense. Fees assessed for registration, student activities, laboratory, and other than tuition are not refundable.

In case a student is absent from the college on account of illness for ten days or more, a pro rata part of money

paid for board will be refunded on presentation of a physician's statement that the student was unable to return.

Registration. Registration for the first semester must be completed before the Business Office closes at noon on Saturday following registration day, and for the second semester, before the Business Offices at 5:00 o'clock on Tuesday following registration day. Before a student's registration is completed his matriculation card must be signed in the Business Office.

Late Registration. For registration after the scheduled date an extra fee of \$2.00 is required for the first day and \$1.00 for each additional day until a maximum of \$10.00 is reached.

Ministerial Students

Students who are preparing for the ministry receive a reduction of 25 per cent of tuition expenses up to the maximum of \$100.000. This reduction will be granted only to students who are maintaining at least a minimum academic standing of C.

Students who ask for this reduction on tuition must sign a note which will be cancelled as soon as the signer is recognized or ordained as a minister of the gospel or appointed to a mission field. Otherwise the note will be in full force and will draw interest from the time the student leaves Guilford College.

LOAN FUNDS

There are several funds that have been set apart to be used for loans to students. Applications are made to the Student Aid Committee.

STUDENT EMPLOYMENT

Some students at Guilford College meet part of their expenses by clerical or maintenance or other work. Those who must supplement their funds in this way should write to the Student Aid Committee of the College for further information.

ROOMS

The students furnish pillows, linen, all covering for their beds, and towels.

Where a room has been equipped to accommodate two students, the charge for one occupant will be one and one-half times the regular rent.

After arranging for rooms and board, students are not allowed to change without the consent of their dean and of the business manager.

All women students must room in the dormitories or live in their own homes.

A special fee will be charged for electrical appliances used in students rooms.

Pets, animals, or firearms are not permitted in dormitories or on campus.

A room deposit of \$5.00 must be paid to make a room reservation. This is refundable on request by July 1st of the year for which application is made.

MARY HOBBS HALL

Mary Hobbs Hall is a cooperative dormitory for young women. Each resident performs her allotted part of the household duties and preparation and service of meals. Women in this hall may do their own laundry, washing machines being available in the building.

SCHOLARSHIPS AND SCHOLARSHIP FUNDS

The scholarships ordinarily open to students of Guilford College are listed below. The description of each scholarship includes its name, the preference (if any) to be given applicants, and the stipend. If the stipend is variable no amount is given. Balances and incomes of scholarship and endowment funds are published in the President's annual report.

Alumni Association Achievement Award: Awarded

by the Association to an undergraduate \$ 50.00

Alumni Association Undergraduate Athletic Award:

Awarded by the Association to the outstanding underclass athlete each year\$ 50.00

Conway Scholarship Fund

Elwood Cox Scholarship: Open to ministerial student or missionary candidate\$ 50.00

Mary E. M. Davis Scholarship: Open to girls graduating from Guilford High School\$100.00

Eula Dixon Scholarship: Open to graduates of Sylvan (N. C.) High School\$50.00

A. Brown Finch Scholarship: Open to young men of promising leadership, scholarship, and athletic ability\$100.00

Franklin G. Frazier Fund: Open to Young Friends.

Melvina A. Frazier Fund: Open to Young Women Friends.

Greensboro Advisory Board Scholarships: Open to residents of Greensboro, N. C.\$100.00
Preference given to entering students.

John B. Griffin Scholarship Fund for Women

J. R. and Retta E. Hardin Scholarship Funds: Open to Young Friends.

Haverford College offers annually scholarships to members of the graduating class or to recent graduates. Application must be made direct to the President of Haverford College on or before March 1st\$600.00

Roxie Armfield King Fund: Open to young women resident of Guilford County and North Carolina.

Nereus and Oriana Mendenhall Mathematics Scholarship: Open to majors in mathematics ..\$100.00

William F. Overman Scholarship: Open to juniors but used in the senior year\$ 50.00

Philadelphia Fund: Open to Young Friends.

Quarterly Meeting Scholarships: Open to members of the North Carolina Yearly Meeting. There are sixteen scholarships under this fund\$100.00

- Amos and Martha Ragan Family Memorial Fund*
David Troll Rees Music Scholarship: Open to
 majors in music\$100.00
- Riverside Manufacturing Company Scholarship*
William L. Rudd Scholarship: Open to men students
 from Alamance and Caswell counties in North
 Carolina\$100.00
- B. Clyde Shore Journalism Scholarship*: Open to
 students especially interested in some form of
 creative writing\$100.00
- Amos Stuart Fund*: Open to young men of outstand-
 ing ability.
- Tripp Fund*: Open to Young Friends in North Carolina
 Yearly Meeting.
- Henryanna Hackney White Fund*
- J. M. Ward Fund*: Open to Young Friends of Ten-
 nessee, Ohio and North Carolina who show
 promise of leadership in the Society of Friends.
- Clara D. Willitts Fund*
- Marvin Hardin Scholarship*: Established by the class
 of 1904. Open to sophomores but used in the
 senior class\$ 90.00

BOARD OF TRUSTEES

ROBERT H. FRAZIER	Chairman
ROBERT R. RAGAN	Vice-Chairman
DAVID J. WHITE	Secretary
HORACE S. HAWORTH	Treasurer
	<i>Term Expires</i>
JOSEPH D. COX, High Point	1955
DAVID J. WHITE, Greensboro	1955
F. DUVAL CRAVEN, Greensboro	1955
EDWIN P. BROWN, Murfreesboro	1956
A. WILSON HOBBS, Chapel Hill	1956
EUNICE A. PARKER, High Point	1956
ROBERT H. FRAZIER, Greensboro	1957
HORACE S. HAWORTH, High Point	1957
HUGH W. MOORE, Philadelphia, Penna.	1957
HERBERT C. PETTY, Archdale	1958
NEREUS C. ENGLISH, Thomasville	1958
LUBY R. CASEY, Goldsboro	1958
MARY M. PETTY, Greensboro	1959
ROBERT R. RAGAN, Greensboro	1959
WALTER A. COBLE, Guilford College	1959

ADMINISTRATIVE AND OTHER OFFICERS

CLYDE A. MILNER, A.B., A.M., B.D., Ph.D., LL.D.	<i>President</i>
HARVEY A. LJUNG, B.S., M.S., Ph.D.	<i>Dean of the College</i>
DAVID H. PARSONS, JR., A.B., A.M.	<i>Business Manager</i>
GRADY E. LOVE, B.S., M.A., <i>Director Greensboro Evening College Div.</i>	
E. DARYL KENT, A.B., B.D., Ph.D.	<i>Dean of Men</i>
MILDRED MARLETTE, A.B., M.A.	<i>Dean of Women</i>
N. ERA LASLEY, B.S.	<i>Registrar</i>
KATHARINE C. RICKS, B.S., A.B.	<i>Librarian Emeritus</i>
MILDRED FARROW, B.S. Ed.; B.S. Library Science, Assistant Librarian	
TREVA WILKERSON MATHIS, A.B.	<i>Acting Librarian</i>
JOHN C. BRADSHAW, JR., A.B.	<i>Alumni Secretary</i>
CHARLES C. HENDRICKS, A.B.	<i>Student Promotion Secretary</i>
J. GURNEY GILBERT, A.B. ..	<i>Superintendent of Buildings and Grounds</i>
MAUD L. GAINES	<i>Treasurer Emeritus</i>
ELIZABETH S. BERGMAN	<i>Assistant Treasurer</i>
ALMA MARTIN, B.S., M.S.	<i>Dietitian, Founders Hall</i>
MARGARET J. HOLLAND, B.S.	<i>Housekeeper</i>
HASSIE C. JOHNSON	<i>Head Resident Mary Hobbs Hall</i>
MARGARET REYNOLDS, B.S., M.S.	<i>Head Resident, Kathrine Hine Shore Hall</i>
MARGARET E. CROWNFIELD, A.B.	<i>Secretary to the President</i>
PATSY CARROLL, R. N.	<i>Nurse</i>
SUSANNE THIELMAN	<i>Nurse</i>

FACULTY

CLYDE A. MILNER, A.B., A.M., B.D., Ph.D., LL.D.

President of the College and Professor of Philosophy

SAMUEL L. HAWORTH, Ph.B., A.M.

Professor Emeritus of Biblical Literature and Religion

EVA GALBREATH CAMPBELL, A.B., A.M., Ph.D. . . . *Professor of Biology*

ALGIE INNMAN NEWLIN, A.B., A.M., Dr.Sc.Pol. (Geneva)

Professor of History and Political Science

PHILIP W. FURNAS, A.B., A.M., Ph.D. *Professor of English*

E. GARNESS PURDOM, A.B., M.S., Ph.D. *Professor of Physics*

HARVEY ALBERT LJUNG, B.S., M.S., Ph.D.

Dean of the College and Professor of Chemistry

FREDERIC R. CROWNFIELD, B.S., S.T.M., Ph.D.

Professor of Biblical Literature and Religion

GORDON W. LOVEJOY, A.B., A.M., Ph.D., *Visiting Professor of Sociology*

ROBERT M. DINKEL, A.B., A.M., Ph.D. *Professor of Chemistry*

*DOROTHY GILBERT THORNE, A.B., A.M. *Professor of English*

GRADY E. LOVE, B.S., M.A.

*Director of Greensboro Evening College Division of Guilford College,
and Professor of Education*

J. WILMER PANCOAST, B.S.

Associate Professor Emeritus of Mathematics

ERNESTINE COOKSON MILNER, A.B., B.S. in Ed., A.M.

Associate Professor of Psychology

J. CURT VICTORIUS, Dr.Pol.Econ. (Hamburg)

Associate Professor of Economics and Business Administration

E. DARYL KENT, A.B., B.D., Ph.D.

*Associate Professor of Biblical Literature and Religion,
Dean of Men*

KATHARINE C. RICKS, B.S., A.B. *Librarian Emeritus*

CHARLES N. OTT, A.B., M.S., Ph.D., *Associate Professor of Chemistry*

WHITFIELD COBB, A.B., A.M. *Associate Professor of Mathematics*

MURIEL D. TOMLINSON, A.B., M.A., Ph.D.

Associate Professor of French and Spanish

HAROLD M. BAILEY, A.B., M.Ed. *Associate Professor of Education*

CARL C. BAUMBACH, B.M., M.M. *Associate Professor of Music*

STUART T. MAYNARD, A.B., M.E.

Director of Men's Physical Education and Coach

†J. FLOYD MOORE, A.B., B.D.

J. FLOYD MOORE, A.B., B.D.

DAVID B. STAFFORD, A.B., A.M. *Assistant Professor of Sociology*

CARROLL S. FEAGINS, A.B., M.A., Ph.D.

Assistant Professor of Philosophy

EDNA L. WEIS, A.B., B.S. in Ed., M.A., *Assistant Professor of English*

MILDRED MARLETTE, A.B., M.A.

Dean of Women and Assistant Professor of English

HIRAM H. HILTY, A.B., B.D. *Associate Professor of Spanish*

EDWARD F. BURROWS, A.B., M.A., Ph.D., *Assistant Professor of History*

MILDRED FARROW, B.S. in Ed., B.S. in Lib. Se. . . *Assistant Librarian*

ALMA MARTIN, B.S., M.S., *Agronom (Tartu)*

Assistant Professor Home Economics and Dietitian

TREVA WILKERSON MATHIS, A.B. *Acting Librarian*

MARGARET REYNOLDS, B.S., M.S.

*Assistant Professor of Women's Physical Education
and Head Resident Shore Hall*

*On leave of absence, 1954-56.

DAVID MEREDITH, B.S., M.E.

*Assistant Director of Men's Physical Education
and Assistant Coach*

GEORGE G. THIELMAN, B.A., M.A.

Assistant Professor of Political Science

WALTER W. ARNDT, Dipl. Ec. Pol. Sc., B.S.

Assistant Professor of Foreign Languages

LEE HARING, A.B., M.A. *Assistant Professor of English*

THOMAS J. MOORE, B.A., M.A.

*Assistant Professor of Business Administration and
Secretarial Studies*

BENJAMIN R. BAKER, A.B., M.E.

Assistant Director of Men's Education and Assistant Coach

NORRIS W. PREYER, A.B., M.A., Ph.D.

Assistant Professor of Political Science

JANE WHARTON DARNELL, B.S.M., M.A., *Assistant Professor of Music*

NELSON PAGE, B.S., M.S. *Assistant Professor of Chemistry*

GLORIA R. SANDERS, A.B. *Instructor in Spanish*

MAXINE K. LJUNG, B.M., M.A. *Instructor in Music*

ARTHUR HAINES, B.S., *Instructor in Mathematics and Natural Science*

INDEX

- Absences, limited 93-94
- Academic regulations 93-96
- Accelerated program 99
- Achievements of college 9-10
- Accident insurance 103 104
- Accrediting of college 3, 8
- Administrative officers 111
- Admissions 100-102
- Admissions tax for activities.....103
- Aims of college 7-10, 14
- Alumni Day, date of 5, 6
- Archdale Hall 11
- Art collection 97
- Athletic Council 85
- Athletic fields 13
- Athletics, Alumni Committee.....80
- See also Physical Education,
 Sports
- Band 87
- Bible, see Religion
- Biology 16, 21-22, 60
- Board cost 103
- Bookkeeping, see Accounting
- Buildings of college 11-13
- Business Administration 24 29
- Business Education, see Secre-
 tarial Courses
- Calendar 5-6
- Campus, location and
 description 10-13
- Chapel, attendance 89
- Programs 84, 89
- Choir 87
- Choir training 59
- Choral Society 86
- Christian Association 9, 89
- Commercial Courses, see Secre-
 tarial Courses
- Comprehensive
 examinations 19, 98
- English 33-34
- History 41
- Co-operative dormitory for
 women, see Mary Hobbs Hall
- Correspondence courses
 permitted 94
- Costs, see Fees
- Course of study outline 20
- Courses, extra 94
- Fee for extra 105
- Change of 94
- Cox Hall 12
- Cultural resource
 courses 14, 17-19
- Curriculum outline 20
- Cuts, limited 93-94
- Day students, accepted 100
- Fees for 103
- Dormitories 12 13, 108
- Drama, see courses English
 Department
- Dramatic Council 88
- Economics 24-29
- Education 29 33
- See also Physical Education
- Employment, student 107
- English 16, 18, 33-37
- Enrollment, limited..... 8, 100
- Entrance, see Admissions
- Evening College Division...8, 100
- Examinations, language
 achievement 95
- Comprehensive 19, 33-34, 41
- Dates of 5, 6
- Honor students excused
 from 93, 95
- Physical 64, 68, 104
- Expenses, see Fees
- Extra curricular activities...84-92
- limitations 91-92
- Fees 102-105
- Refunds 106
- Dates due 106
- for seniors 96
- Reductions 106
- Fine Arts Club 86-87
- Firearms forbidden 108
- Foreign language achievement
 test 96
- See also specific languages
- Founders Day, dates 5, 6
- Founders Hall 11
- French 17, 37-38
- Freshman courses 20
- Friends, Society of, history... 76
- Early records of 97-98
- Gambling forbidden 101
- Geography 25
- Geology 40
- German 17, 38
- Grades 93
- Graduation, date of 5, 6, 7
- Prerequisites for 95, 96
- Fee 105
- Greek 16, 38
- Gymnasium 12
- Health, services 104
- See also Physical Education
- History and achievements
 of college 7-10

History	18, 40-44	Pre-law course	19
Holidays, dates of	5, 6	Pre-medical course	19
Home Economics	47	Standing of course	3, 8
Honor Board	88	Psychology	18 72-74
Honor roll	95	Public Speaking	36
Honors work	19, 95, 98	Publications, student	86
		Purposes of college, see aims	
Illness, absence for	94		
Board during refunded	106	Quakers, see Friends	
Inoculations	63	Quality average	91, 95
Instruments, see Music		Activities determined by	89-92
Insurance, accident	103, 104		
		Recreation, see Physical	
Junior year courses	20	Education and Sports	
Speeches	98	Registration, dates	5, 6
		Regulations	106
King Hall	12	Late	94
		Fees for	105
Languages, achievement test	96	Religion	18, 68, 70-73
See also specific languages		In life of college	7 10
Latin	16, 39	Rooms, furnishings	108
Lecture series	48	Deposit to reserve	108
Library	11, 92 98	Rent	103
Liquor forbidden	10		
Loan funds	102	Scholarship Society	88
		Scholarships	108 109
Major fields of study	14, 19	Secretarial courses	78-79
For requirement in each field,		Self help, see Employment,	
see that field		Senior year courses	20
Mary Hobbs Hall	9, 11, 103	Thesis	19, 98
Mathematics	16, 45 48	Smoking, restrictions	101
Medical examination	64, 68, 104	Sociology	17, 79-83
Medical fee	103, 104	Sophomore courses	20
Meeting House	13	Speech	98
Memorial Hall	11	Spanish	17, 39, 40
Ministerial students,		Special students	102
fees reduced	107	Sports	63-64, 85-86
Music	51-59	Eligibility	85, 89 92
Fees for lessons and use of		See also Physical Education	
instruments	105	Student Activities	84-92
Musical organizations	86, 87	Eligibility for	89-92
Record collection	97	Fee	103-104
Music Building	11	See also Sports	
		Student Affairs Board	89, 92
Natural Science	16, 59 60	Student Affairs Building	12
Fees for laboratory	105	Student Christian Association	89
Newspaper, college	88	Student Government	
Nurse, provided	104	Associations	89
Nursing, preparation	19	Summer School	99
		Dates of	5, 6
Organ, see Music			
Lesson and practice fees	105	Teaching, practice	32
		Fee for	105
Payments, see Fees		See Education	
Pets not allowed in rooms	108	Tests, see Examinations	
Philosophy	18, 60-63	Tool courses	14, 15-17
Physical Education	15, 63-70	Transfer students	102
Athletic Associations		Trustees, listed	111
Men's	85	Dates of meetings of	5, 6
Women's	86	Typewriting	78, 79
Physics	70 72	Rental fee for use of	
Piano, see Music		typewriter	105
Political Science	44-46		
Practice teaching	33	Vacations, dates of	5, 6
Pre-dental course	19	Dormitories closed in	106

Vaccinations	63	Women, required live on	
Veterans' registration	106	campus	108
Voice, see Music		Work, for students	107
Withdrawal required	101	Yearbook	88

Printed by
The Acme Printing Co.
Greensboro, N. C.



18

20

25

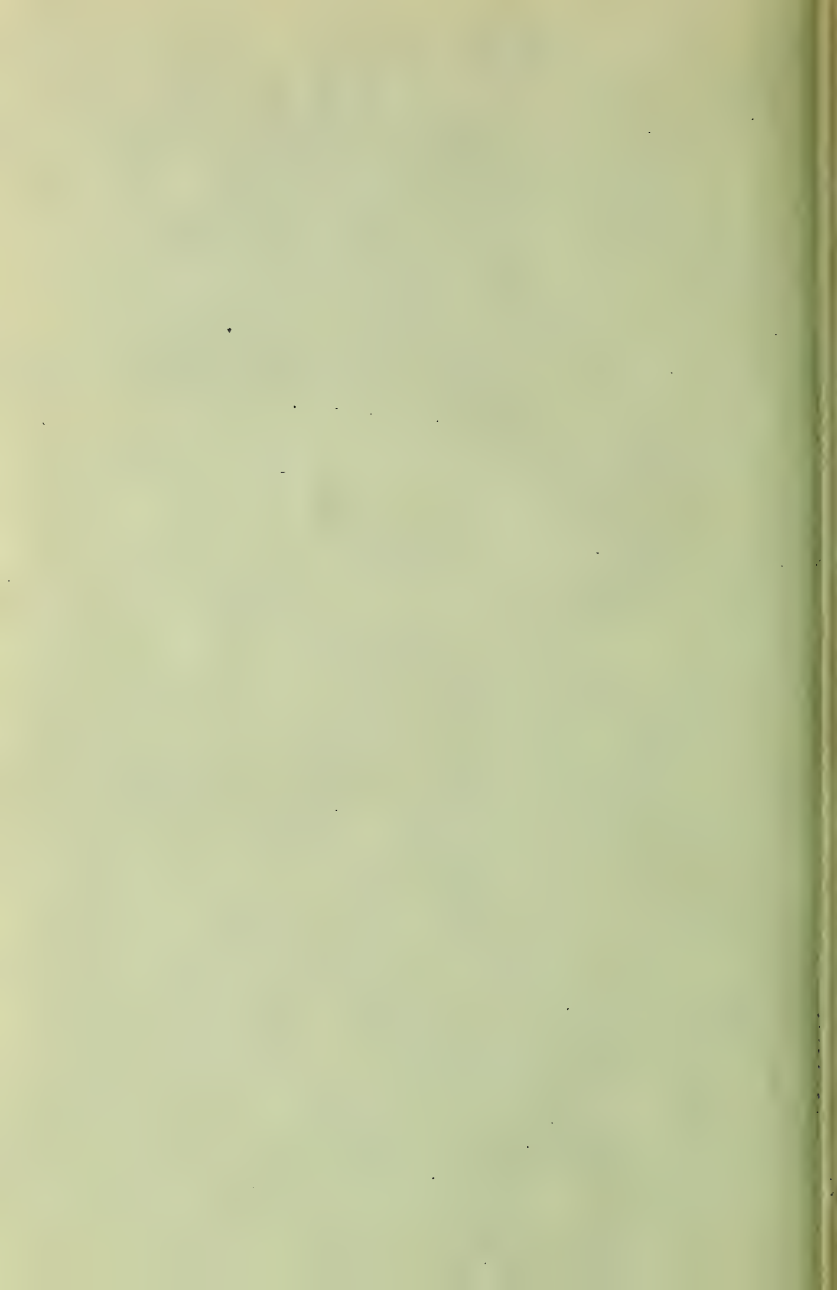
12



Guilford College Bulletin

Catalogue Number
March 1957

Announcements
1957-1958



GUILFORD COLLEGE BULLETIN

Catalogue Number
March 1957



Announcements
1957-1958

Published Monthly by
GUILFORD COLLEGE
GUILFORD COLLEGE, N. C.

VOLUME L

NUMBER 3

Entered at Guilford College, N. C., as second-class matter
under the Act of Congress, August 24, 1912

RECOGNITION AND ACCREDITING

The standing of a college in the educational world is important to its students, alumni, and friends. Guilford College is fully accredited by the Southern Association of Colleges and Secondary Schools and the National Commission on Accrediting. It is a member of the Association of American Colleges and is on the approved list of the American Medical Association and of the North Carolina State Department of Education.

TABLE OF CONTENTS

Calendar	6
Guilford College and Its Campus	7
Educational Program	14
Courses of Study	20
The Social Environment	75
Academic Regulations	84
The Library	89
The Summer Session	91
Greensboro Division	92
Admission	92
Fees	95
Personnel	102
Index	105

CALENDAR

SUMMER SESSION, 1957

Registration for 1957 Summer Session, Wednesday, June 5.
Meeting of Board of Trustees, Friday, July 12.
Close of Summer Session, Sunday, August 4.

FIRST SEMESTER, 1957-58

Enrollment of Freshman Class, Monday, September 16, 1957.
Enrollment of Upperclassmen, Thursday, September 19.
All Classes Begin, Friday, September 20.
Meeting of Board of Trustees, Friday, October 11.
Homecoming Day, October 12.
Founders Day, November 8.
First Quarter Ends, Saturday, November 16.
Thanksgiving Holiday, Thursday, November 28.
Christmas Holidays, 1:00 P.M., Thursday, December 19, until
8:30 A.M., Friday, January 3, 1958.
Meeting of Board of Trustees, Friday, January 17.
Reading Day, January 21.
Semester Examinations, January 22-January 30.
First Semester Ends, Thursday, January 30.

SECOND SEMESTER, 1957-58

Second Semester Begins, Friday, January 31, 1958.
Registration, Friday, January 31.
All Classes Begin, Saturday, February 1.
Third Quarter Ends, Saturday, March 29.
Spring Holidays, 1:00 P.M., Saturday, March 29, until
8:30 A.M., Tuesday, April 8.
Meeting of Board of Trustees, Friday, April 11.
Reading Day, May 21.
Final Examinations, May 22-30.
Alumni Day, Saturday, May 31.
Baccalaureate Exercises, Sunday, June 1.
Graduation Exercises, Monday, June 2.

GUILFORD COLLEGE AND ITS CAMPUS

In August, 1837, wagons and heavy carriages brought the first students of New Garden Boarding School to their first classes. Chartered January 13, 1834, opened in 1837, the institution was, in January 1889, given authority to grant degrees, and the name was changed to Guilford College.

In the State of North Carolina, out of approximately fifty universities and colleges, slightly over a third have attained membership in the Southern Association of Colleges and Secondary Schools. Guilford College is one of these. It is also approved by the National Commission on Accrediting. It is classified as an A Class college also by the North Carolina Department of Education in co-operation with the North Carolina College Conference, is on the list of colleges approved by the American Medical Association, and its work is, therefore, accepted at its face value in the certification of teachers and in the admission of students to the professional schools and universities of the nation.

From the time of its establishment Guilford College has attempted to provide a broad, liberal culture in homelike surroundings and under strong religious influence. More recently the attempt has been made to interweave the religious teaching with the whole curriculum in such a way as to help the student not only to build ideals of action and relate himself to the whole social organization, but also, through the knowledge of the literary, scientific and social achievements of the race, to see life as a whole. Although Guilford College is not a professional school, it provides a solid foundation for professional training and offers work in education sufficient to meet the state requirements for the certification of teachers in the public schools, provides thorough pre-medical, pre-

law, pre-dental courses, and a course looking to specialization in home economics.

The enrollment of the college is limited to five hundred and fifty degree students. This requires the registration of about six hundred students. With this number of students, and the present faculty, Guilford's student-teacher ratio is kept low, assuring the closest individual attention for every student.

During 1952 the Trustees of the Greensboro Evening College requested that Guilford College assume the operation of its program, and offered to transfer to Guilford College all its assets and property. The Evening College, which was founded in 1948 under the leadership of the Greensboro Chamber of Commerce, to provide additional educational facilities for adults in Greensboro and the vicinity, has successfully offered high school and college level courses, vocational guidance, and technical and cultural training.

The Guilford College Trustees, after a thorough study, accepted the offer early in 1953. Guilford College is consequently now able to perform a more extensive educational service for the community in which it is situated through the various programs of the Greensboro Division of Guilford College.

RELIGIOUS INFLUENCE

Guilford College, while under the influence of the Society of Friends, is in practice nonsectarian. Among its students are young people of many denominations. Students and faculty share in religious instruction and worship. Members of the Student Christian Association co-operate with members of the faculty in planning religious meetings and activities. Students and faculty co-operate with the New Garden Meeting of Friends on the campus, although students are free to attend the churches of their choice.

SOME ACHIEVEMENTS OF GUILFORD COLLEGE

1. Guilford College has developed a progressive curriculum which has attracted much favorable comment, has passed through a long experimental period, and has demonstrated its value.

2. Guilford has always educated women as well as men; in fact, it is the oldest co-educational institution in the South.

3. The co-operative housekeeping plan, made permanent in Mary Hobbs Hall, has demonstrated for more than forty years the validity of co-operative techniques not only as methods of reducing expenditures, but also as valuable agents of social unification.

4. Guilford bears a significant relation to educational progress in the state. The school was founded with teacher training as an aim, and a great number of educational leaders have gone forth from this institution to public and private schools, colleges, and universities.

5. Guilford College represents more than 120 years of continuous service, for New Garden Boarding School was one of the few schools which did not close during the period of Civil War and Reconstruction.

6. Established and maintained by the Society of Friends, the school early in its career admitted students not belonging to that denomination.

7. Guilford was a pioneer in intercollegiate athletics, realizing the value of intercollegiate relationships and the value of an athletic program.

8. Yet, above all, Guilford's greatest achievements may be read in the lives of her former students and graduates, and in the quality of their service as civic and rural leaders.

LOCATION

Guilford College is on the Friendly Road in Guilford County, North Carolina, four miles west of the city limits of Greensboro. The entrance to the college grounds is a mile north of the Guilford College station on the branch of the Southern Railway between Greensboro and Winston-Salem.

The college is thus in the center of the rolling Piedmont region which lies between the sand plains of the coastal region on the east and the Blue Ridge and Great Smoky Mountains on the west. The climate is mild and provides perhaps as much as two months more of warm, delightful weather in spring and autumn than one could have in the latitude of Philadelphia or New York.

Historically, this vicinity has interesting associations. A few hundred yards from the campus on Friendly Road is the Dolley Madison Well, marking the birthplace of a charming mistress of the White House. In the other direction is the birthplace of "Uncle Joe" Cannon, and three miles to the north is the famous battleground of Guilford Court House, now a national park. Near the campus, granite stones mark the site of the old Yearly Meeting House used as a hospital at the time of the battle.

BUILDINGS AND GROUNDS

The college property consists of two hundred and ninety acres of campus, field, and woodland. The campus and athletic field occupy thirty acres.

The rolling campus with its heritage of oak and hickory provides an unusually beautiful setting for a college. About the campus in a large quadrangle are grouped the ten principal buildings, all of which are of brick.

Founders Hall, the oldest building of the group, erected in 1837, now a dormitory for girls, houses

also the college dining room, the office of the Dean of Women, reception rooms, and the home economics laboratory and classrooms.

Archdale Hall, erected in 1886, and named in honor of the Quaker Governor, John Archdale, has been completely renovated and will now accommodate forty-six men.

The Music Building was built in 1891, for the Young Men's Christian Association, and is now used by the Music Department.

Memorial Hall, erected in 1897, by former students of New Garden Boarding School, Benjamin N. and James B. Duke, in memory of their sister, Mary Elizabeth Lyon, contains the administrative offices and auditorium.

Mary Hobbs Hall, erected in 1907, for girls who wish to reduce expenses by co-operative housekeeping, affords accommodations for seventy girls.

The Library was erected in 1909 with the aid of a donation by Andrew Carnegie. In 1950 the stacks were more than doubled, the offices and work rooms were enlarged, and a periodical room, a music and arts room, seminar rooms and study rooms were added.

King Hall, including the modern front wing constructed in 1949, contains eight classrooms, commodious laboratories for physics, biology, chemistry, psychology, and natural science, and one for commercial subjects, as well as a large lecture and projection room.

Cox Hall, a dormitory for young men, contains 52 large rooms.

The Gymnasium, erected in 1940, is a modern Georgian colonial brick building which provides adequately for the social, recreational, and athletic activities of the college.

The Student Affairs Building, rebuilt in 1936, from the old college power house, contains a large social room and kitchenette facilities for serving small groups. It is a center for conferences, discussions and social group meetings.

The Hobbs Athletic Field is a carefully graded tract of three acres, adapted to football, soccer, baseball, track, and field work. It is surrounded by a quarter-mile running track with a hundred-yard straight-away.

Athletic Fields. In addition to Hobbs Field, there are six all-weather concrete tennis courts, and special fields for hockey, softball, volleyball, and other sports, and a College Lake for boating, fishing, and swimming.

The Meeting House which now accommodates the sessions of North Carolina Yearly Meeting of Friends and supplies the college community a place for worship, was erected in 1912. It serves as a real center for the spiritual life of the college. The first New Garden Meeting House was built in 1751.

Kathrine Hine Shore Hall, erected in 1954, through the gift of B. Clyde Shore, class of 1925, Winston-Salem, North Carolina, to honor his wife and to bear her name, is a modern Georgian Colonial dormitory, to house fifty young women and a head resident. A spacious parlor, terrace, and basement lounge provide social and recreational facility for the residents.

John Gurney Frazier Apartments, 4½ room and 3½ room modern, permanent, duplex living units to provide housing for married students, were begun in 1954 and the first ten apartments completed then. Twenty-two apartments are planned through the gift of John Gurney Frazier, Jr., Class of 1924, of Charlotte, North Carolina, to honor his father, John Gurney Frazier, Sr., long time resident of Guilford College, himself and his son, John Gurney Frazier, III.

Twenty-two of these apartments are available for rent to married Guilford students. The cost is \$32.50 per month for the one-bedroom and \$37.50 per month for the two-bedroom homes. An additional charge is made of \$2.50 each for the use of stove and refrigerator if these are furnished by the College. Write David Parsons, Business Manager, for application for these accommodations.

The Student Union, opened during the summer of 1956, is a modern building designed to provide a focal point for campus religious, social and recreational activities. The director of student activities has her office here. The college book shop adjoins the soda fountain and lunch room. The central hall of the Union is a spacious lounge with study desks, comfortable furniture, a television viewing area and cloakrooms, which may be cleared for student dances and gatherings. The office wing of the building provides permanent quarters for the student publications, as well as a number of meeting rooms which are at the disposal of student groups for meetings.

English Hall, a new men's dormitory, will open at the beginning of the 1957-58 school year. It will provide rooms, each with lavatory, for fifty-two men, as well as an apartment for the resident dean of men. Its design will be a modification of the Kathrine Hine Shore Hall, described above, and its style will be the Georgian Colonial traditional to Guilford's campus. It will be located just east of Archdale Hall.

EDUCATIONAL PROGRAM

I. Tool Courses

Tool courses are a continuation of training in essential tool subjects—English (written and spoken), at least one foreign language, fundamentals of mathematics, the most approved techniques of the natural sciences, and a survey of those areas where these techniques especially apply. This is to facilitate success in college and insure the continuance of study later for vocational and avocational interests. This is equivalent to approximately one-fourth of the college course in terms of credit hours, but it will also be tested in terms of quality achievement.

II. Essential Cultural Resources

In addition to a professional or technical training and an equipment of educational tools, a liberal arts graduate should be intelligently conversant with the culture of his civilization in order to enter more fully into and to contribute more significantly to his social responsibilities and especially to stimulate and develop enriching avocational interests. Against the warp of historical perspective and understanding, each student begins the study of the individual growing into a personality which must adjust to the many complexities of modern life—the home, family, community, state, nation, and world. To develop more fully the intellectual design on the warp of history, man's greatest contributions in literature, the arts, religion, and philosophy must be understood and appreciated. This, in course terminology, would make up one-fourth of the college requirement.

III. Major Concentration In a Selected Field of Personal Interest

This is equivalent to approximately one-half of the four-year college course, involving a carefully planned sequence of courses in the major field and related subjects chosen by the student in conference with his adviser, the professor of the major field. This gives the student necessary vocational training or preparation for further training at a professional school.

IV. Physical Education and Recreational Program

The emphasis is upon knowledge of and care of a healthy physical body and the development of normal recreational hab-

its. Objectives include recreational activities for every student and the establishment of skills in games and sports which develop interests for after-college years. In order to make this program a real part of the educational pattern, each student is expected to have a recreation period three times a week during his four years. Additional voluntary participation on intercollegiate teams, in intramural games and in friendly competition is encouraged.

V. The Creation and Maintenance of a Social Environment

It is of paramount importance to incorporate the entire social life of the College into the educational program. During the four years on the campus, each student should establish wholesome and creative habits of living cooperatively. There is a constant effort to build an environment distinguished by its qualities of friendliness, thoroughness and sincerity, reflections of the religious spirit in which the institution is nurtured.

I. TOOL COURSES

The curriculum of Guilford College has been planned to equip each student with educational tools—English, a foreign language, mathematics, and techniques of the natural sciences.

NATURAL SCIENCES

Natural Science 11—The Physical World.

Three lectures and two hours laboratory each week. Credit: three hours first semester.

This course is intended to provide an understanding of the method by which scientific conclusions are reached, the fundamental concepts with which the physical scientist operates and a broad general outline of the nature of the physical world.

Natural Science 12—Human Biology.

Three lectures and two hours of laboratory work each week.

Credit: three hours second semester.

A study of man and his relation to the biological world.

Mathematics 13-14—Freshman Mathematics.

Three hours each week. Credit: three hours each semester.

The use of logarithms, the solution of linear and quadratic equations and simultaneous linear equations, the solution of right and oblique triangles. Simple algebraic, trigonometric, and exponential functions, their graphs, and their application to the description and prediction of

natural and social phenomena. Special consideration is given to certain statistical concepts and to the mathematics of investment.

ENGLISH

English 11-12—English Composition.

Three hours each week. Credit: three hours each semester.

A study of the principles of correct usage and structure of words and sentences is made. Accuracy in the mechanics of writing is insisted upon. Themes, conferences, oral work, collateral reading, and reports are required.

CLASSICAL LANGUAGES

Greek 11-12—Elementary Course.

Three hours each week. Credit: three hours each semester.

Greek 13-14—Intermediate Course.

Three hours each week. Credit: three hours each semester.

Prerequisite: Greek 11-12.

or

Latin 11-12—Elementary Course.

Three hours each week. Credit: three hours each semester.

Latin 13-14—Intermediate Course.

Three hours each week. Credit: three hours each semester.

Prerequisite: Latin 11-12, or an accredited two-year high school course.

MODERN FOREIGN LANGUAGES

French 11-12—Elementary Course.

Three hours each week. Credit: three hours each semester.

French 13-14—Intermediate Course.

Three hours each week. Credit: three hours each semester.

Prerequisite: French 11-12 or an accredited two-year high school course.

or

German 11-12—Elementary Course.

Three hours each week. Credit: three hours each semester.

German 13-14—Intermediate Course.

Three hours each week. Credit: three hours each semester.

Prerequisite: German 11-12, or an accredited two-year high school course.

or

Spanish 11-12—Elementary Course.

Three hours each week. Credit: three hours each semester.

Spanish 13-14—Intermediate Course.

Three hours each week. Credit: three hours each semester.

Prerequisite: Spanish 11-12 or an accredited two-year high school course.

II. ESSENTIAL CULTURAL RESOURCES

The course of study is also arranged to give each student an understanding of the world in which he lives and an insight into the outstanding problems of his age.

SOCIAL SCIENCE

Sociology 20—The Social Sciences—Introductory.

Three hours each week. Credit: three hours.

This course considers the development of the scientific approach to the study of society, the culture concept, basic western institutions, problems of socialization and personality adjustment, and social responsibility. It includes units on the social testimonies of the Society of Friends and on efforts at relief and rehabilitation—national and international.

Prerequisite for all other Sociology courses.

Psychology 21—General Psychology.

Three lectures and two hours of laboratory each week. Credit: three hours first semester.

An introductory course, giving a survey of the essential facts and laws of human behavior.

Prerequisite for all other Psychology courses.

History 37-38—A History of World Civilization.

Three hours each week. Credit: three hours each semester.

An attempt to develop an appreciation of history as a cultural resource diluting ethnocentrism, and the importance of the historical aspect of all modern culture. The main features of this course are a clarification of definitions, a recognition of the development of different great cultures, each valuable in its own light, the tracing of salient features of the rise of Western Civilization and an appraisal

of some factors of an emerging World Civilization. The first semester especially emphasizes the classical and medieval foundation of Western Civilization, and the second semester deals with the major developments toward a World Civilization since approximately 1500.

LITERATURE AND ART

English 21—Survey of Western World Literature.

Two hours of lectures, one of discussion each week. Credit: three hours first semester.

A study of the masterpieces of English and foreign literature. Outside reading and reports.

Philosophy 24—Aesthetics: Appreciation of Art.

Three hours each week. Credit: three hours second semester.

An analytic study of the beautiful, of aesthetic appreciation, and of artistic creation for the purpose of gaining an understanding of the fine arts.

PHILOSOPHY AND RELIGION

Religion 35-36—The Development of Religion in the Bible.

Three hours each week. Credit: three hours each semester.

The religious development of Israel and the beginnings of Christianity are studied for their contribution to a mature religion.

Philosophy 41-42—A Survey of Religious and Philosophical Thought.

Three hours each week. Credit: three hours each semester.

This course deals with the development of human thought and religion from the Greek period through the modern era. It surveys the great systems of philosophy and religion and shows their influence on developing civilization. Special consideration is given outstanding leaders of thought of each period.

III. MAJOR CONCENTRATION IN A SELECTED FIELD OF PERSONAL INTEREST

Each student is encouraged to get as complete a mastery of his field of intensive study as is possible in four years. For this intensive work the academic subjects are separated into three divisions: the natural sciences, the social sciences, and the languages and arts. Each student chooses a major at the beginning of his course; in his sophomore year he begins the study of some related subject in the division; in his junior year he

adds a second related subject. The major professor arranges each student's four-year course of study in conference with him, giving careful consideration to individual objectives and goals.

Exceptional students are encouraged to undertake an independent investigation in their major field, which may be incorporated into the required senior thesis; or to carry on an independent course of readings, research, or experimentation leading to a comprehensive examination and the award of Special Honors in their major subject.

Within the liberal arts curriculum of Guilford College, students may prepare for a great variety of occupations. Faculty advisers help each one plan his educational program to fit him best for his career. The student preparing for graduate or professional school should confer with the Dean to make sure that he takes a schedule of courses which will meet the requirements of the institution he wishes to enter. Usually, pre-medical and pre-nursing students and those intending to become laboratory technicians major in biology. Pre-engineering students major in mathematics or physics, and pre-dental candidates may major in either chemistry or biology. Pre-law students generally select history as their major field.

IV. See Physical Education Department

V. The Social Environment (page 79)

COURSE OF STUDY

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
NATURAL SCIENCE . . . 6 Natural Science 11 Natural Science 12	6 SOCIAL SCIENCE 6 Psychology 21 Sociology 20	SOCIAL SCIENCE 6 History 37 History 38	PHILOSOPHY 6 Philosophy 41 Philosophy 42
ENGLISH 6 English 11 English 12	LITERATURE AND ART 6 English 21 Philosophy 24	BIBLICAL LITERATURE 6 Religion 35 Religion 36	ELECTIVE 6
FOREIGN LANGUAGE . . 6	FOREIGN LANGUAGE . 6	MAJOR OR RELATED SUBJECT . 6	MAJOR OR RELATED SUBJECT . 6
MATHEMATICS 6 Mathematics 13 Mathematics 14	MAJOR OR RELATED SUBJECT . 6	MAJOR OR RELATED SUBJECT 6	MAJOR OR RELATED SUBJECT . 6
MAJOR 6	MAJOR 6	MAJOR 6	MAJOR 6
PHYSICAL ED. 2	PHYSICAL ED. 2	PHYSICAL ED. 2	PHYSICAL ED. 2

COURSES OF INSTRUCTION*

BIOLOGY

PROFESSOR CAMPBELL

ASSOCIATE PROFESSOR TERRELL

A major in biology consists of twenty-four hours, including *Biology* 13-14 (or equivalent) and *Biology* 21-22. *Biology* 13-14 is prerequisite to all advanced courses. In the field of the allied subjects the student should take a minimum of one year of chemistry, preferably more, and one year of physics.

Biology 12—Human Biology.

Three lectures and two hours of laboratory work each week.

Credit: three hours second semester.

A study of man and his relation to the biological world.
(Also listed as NATURAL SCIENCE 12)

Biology 13-14—General Biology.

Three lectures and three hours of laboratory work each week.

Credit: four hours each semester.

This course is designed to give a thorough background in the fundamental principle of biology. Those majoring in the natural sciences, physical education or psychology, and those planning to teach science should elect this course instead of BIOLOGY 12.

No credit given for less than one year's work.

Biology 21-22—Vertebrate Zoology and Comparative Anatomy.

Involves lectures and laboratory. Credit: seven hours for the year.

This course includes a brief survey of the main classes of the vertebrates, followed by a comparative study of vertebrate anatomy. The types studied in the laboratory are the shark, necturus, turtle, and cat.

Biology 23-24—General Botany.

Six hours each week throughout the year. Credit: three hours each semester.

A study of the morphology and the physiology of the plant phyla. Recommended to majors in biology who expect to teach or enter graduate study.

Biology 31—Physiology of the Human Body.

Three lectures and three hours of laboratory each week. Credit: four hours first semester.

A study of the physiological processes of the human body.

Offered 1957-1958, and alternate years.

*The college reserves the right not to give a course when less than ten students register for it.

Biology 32—Vertebrate Embryology.

One lecture and six hours of laboratory each week. Credit: three hours second semester.

The development of the vertebrate with special emphasis on the chick.

Offered 1957-1958, and alternate years.

Biology 33—Bacteriology.

Two lectures and six hours of laboratory each week. Credit: four hours first semester.

A course in general bacteriology, including also a brief study of the most common pathogenic forms, and the theories of immunity. The laboratory work includes routine procedures, such as the preparation of the media, staining, and physiological reactions, in addition to analysis of food, milk, and water.

Offered 1958-1959.

Biology 34—Technique in Laboratory Methods.

One lecture and six hours of laboratory each week. Credit: three hours second semester.

A course in technique in which the student is trained in working with such materials and methods as are encountered in health and hospital laboratories.

Offered 1958-1959.

Biology 41-42—Advanced Biology.

Three lectures or nine hours of laboratory each week. Credit: three hours each semester.

The work in this course will be given in the special field for which the student is especially prepared. It may be elected only by special permission from the professor in charge.

Biology 43—Genetics.

Credit: three hours first semester.

A study of the principles of genetics.

CHEMISTRY

PROFESSOR LJUNG, ASSOCIATE PROFESSOR OTT

A major in chemistry consists of *Chemistry* 11-12, 21, 22, 23, 24, 31, 41. Students majoring in chemistry are advised to take two years of mathematics in addition to the course required of freshmen and two years of physics. Students may, however, take two or three years of biology. This arrangement is especially valuable for students registering for pre-medical work.

Chemistry 11-12—General Inorganic Chemistry.

Three lectures and four laboratory hours each week with discussion periods. Credit four hours each semester.

An introduction to the study of the principal metallic and non-metallic elements, and their compounds, and the fundamental laws of chemistry.

No credit is given for less than one year's work.

Chemistry 21—Qualitative Analysis.

Two lectures, one quiz period, and six laboratory hours each week. Credit: four hours first semester.

The fundamental principles and theories underlying the qualitative analysis and the methods of separation and identification of the common cations and anions are studied both in class and laboratory, using the semi-micro technique.

Prerequisite: Chemistry 11-12.

Chemistry 22—Quantitative Analysis.

Two lectures, one quiz period, and six laboratory hours a week. Credit: four hours each semester.

A study of the principal methods of gravimetric and volumetric analysis; lectures, laboratory work, and stoichiometric exercises.

Prerequisite: Chemistry 11, 12, and 21.

Chemistry 23-24—Organic Chemistry.

Two lectures, one quiz period, and six laboratory hours a week: Credit: four hours each semester.

A study of the aliphatic and aromatic series, and methods of preparation and purification of organic compounds.

Prerequisite: Chemistry 11-12.

Chemistry 31—Physical Chemistry.

Two lectures and three laboratory hours a week. Credit: three hours.

A study of the properties of solids, liquids, and gases and the properties of solutions.

Prerequisite: Chemistry 22 and Physics 11-12.

Chemistry 41—Research.

Conferences, library and laboratory work. Credit: to be determined.

Arranged for students majoring in chemistry. Special emphasis is laid on the use of chemical literature, method of approach to research, and the solution of some research problems.

ECONOMICS AND BUSINESS ADMINISTRATION

PROFESSOR VICTORIUS AND
ASSISTANT PROFESSOR PREYER

It is the purpose of the Department of Economics and Business Administration to acquaint the student with the principles and practices that govern our economic system, to develop a scientific attitude toward the major economic problems confronting our society; and, where possible, to suggest sound procedures and policies for the solution of such problems. At the same time, opportunity is given the student to acquire the rudiments of a practical business training.

For the student who elects to major in economics and business administration, *Economics* 21-22 (General Economics) is a required course. The following courses in special subjects are considered essential: *Economics* 23 (Business Law); *Economics* 31 (Money and Banking); *Economics* 35 (Business Organization and Management); *Economics* 41 (Labor Economics). Other courses in the field may be chosen according to the particular interest of the student. A major consists of 24 hours of credit, exclusive of credit for seminar and senior thesis.

For courses in related fields, all majors in economics and business administration should take *Psychology* 31 (Personnel Psychology) and *Sociology* 22 (Social Problems) in addition to the general college requirements. Other related courses may be chosen according to the particular interests of the student.

Economics 11—Development of Economic Society.

Three hours each week. Credit: three hours first semester.

Combining the historical and analytical approach the course is designed as an introduction to the general economics course. The discussion centers upon the evolution of economic organization from simple to more complex forms, tracing the development of economic institutions, doctrines, and societies through the Medieval Economy, Economic Nationalism, Industrial Revolution, and finally our Modern Economic Society.

Economics 12—Development of the American Enterprise System.

Three hours each week. Credit: three hours second semester.

This course is designed to promote an understanding of the evolution of American business enterprise in the various fields of economic endeavor: commerce, industry and finance. Special emphasis is placed on the contribution made by leading figures of the American business world to economic development in the United States.

Economics 21-22—General Economics.

Three hours each week. Credit: three hours each semester.

This course is planned to give a general understanding of the organization of our economic life and the fundamental principles underlying it. The student is introduced to the basic forms of business organization and combination and the elements which determine value and price. The principles and problems involved in the area of business administration, labor relations, monopoly, money and banking, international trade, business fluctuations, and government finance are analyzed and discussed, and some examination is made of programs for economic reform.

Required of all economics majors, and of students with a minor in economics.

The entire course must be completed before credit can be given for either semester.

Not open to first-year students.

Economics 23—Business Law I and II.

Three hours each week. Credit: three hours each semester.

The aim of the course is to give the student an understanding of the main principles of law which govern the daily conduct of business. The topics discussed are contracts, agency, sales, bailments, suretyships, and negotiable instruments. The principles are illustrated by actual cases.

Not open to first-year students.

Offered 1957-1958, and alternate years.

Economics 24—Elements of Marketing.

Three hours each week. Credit: three hours second semester.

Consideration is given to the functions performed in the marketing of goods and the agencies operating the field of marketing, such as wholesalers, retailers, brokers and other agents, produce exchanges, and transportation and storage agencies. A study of marketing methods and policies involved in sales promotion, merchandising, and advertising is included.

Prerequisite: Economics 21.

Offered 1957-1958, and alternate years.

Economics 25—Elements of Accounting I.

Five hours each week. Credit: three hours first semester.

This course is built up along the lines and methods of modern accounting practice. The subject matter includes: theory of debit and credit, record making, organization of accounts, study of the complete accounting cycle including all types of adjustment, and presentation of financial statements. The semester is given to a consideration of accounting methods and bookkeeping practice applicable to the individual proprietorship.

Not open to first-year students.

Offered each year.

Economics 26—Elements of Accounting II.

Five hours each week. Credit: three hours second semester.

Continuation of Accounting I. Methods and practice applicable to the partnership and the corporation are studied. Emphasis is given to cost accounting procedure for the manufacturing enterprise. An introduction to analysis and interpretation of financial statements is included.

Prerequisite: Economics 25.

Offered upon sufficient demand.

Economics 31—Money and Banking.

Three hours each week. Credit: three hours first semester.

Following a study of the nature, functions and forms of money, of monetary systems and standards, and of American monetary experience, the development and present structure of the American banking system is discussed, with special emphasis on the commercial banking process and the interaction between commercial and central banking. A comparison is made with foreign systems. Recent developments in the domestic and international field of money and banking are analyzed and discussed.

Prerequisite: Economics 21-22.

Offered 1957-1958, and alternate years.

Economics—32 International Economic Relations.

Three hours each week. Credit: three hours second semester.

In this course consideration is given to the theories, practices and problems in economic relations across national boundaries and between nations and states. Special emphasis is placed upon the tariff problems, and the international agencies for the promotion of international trade. The international economic position of the United States is analyzed and evaluated.

Prerequisite: Economics 21-22. The prerequisite may be waived for mature students.

Offered 1957-1958, and alternate years.

Economics 34—Elements of Statistics.

Five hours each week. Credit: three hours second semester.

This course is designed to introduce the student to the elementary statistical methods which are employed in the field of economics and business or related fields. Topics included are collection of data, sampling, tabular and graphic presentation of statistical data, types of averages and deviation, construction of index numbers, and measurement of seasonal, secular, cyclical and irregular changes in economic data, as well as correlation analysis and measurement.

Not open to first-year students.

Offered 1956-1957, and alternate years.

Economics 35—Business Organization and Management.

Three hours each week. Credit: three hours first semester.

This course is a study of the principles and problems involved in organizing and managing business enterprises. Forms and methods

of organization are discussed, and policies of operation for all aspects of management are analyzed, with special emphasis on the management of industrial enterprise. Principles and practices are illustrated throughout by a consideration of actual cases.

Prerequisite: Economics 21-22.

Offered 1956-1957, and alternate years.

Economics 36—Business Finance.

Three hours each week. Credit: three hours second semester.

This course is a study of the basic financial aspects of business enterprises. Major attention is given to the problems and practices as related to the corporate form of business. Questions of financial plans, permanent capital, working capital, management of earnings, and financial expansion and reorganizations are included. Actual cases are used to illustrate the principles and practices involved.

Prerequisite: Economics 21-22 and 25.

Offered 1956-1957, and alternate years.

Economics 41—Labor Economics.

Three hours each week. Credit: three hours first semester.

This course is an intensive study of trade-unionism, collective bargaining and public policy in the field of labor relations. Emphasis is placed upon the historical development of the labor movement and the issues involved in the establishment of constructive industrial relations.

Prerequisite: Economics 21-22. The prerequisite may be waived for mature students.

Offered 1956-1957, and alternate years.

Economics 42—Public Finance.

Three hours each week: Credit: three hours second semester.

In this course consideration is given to the principles and techniques involved in government expenditures, government revenues and public borrowing. The application of these principles and techniques by the various governmental units in the United States is studied, with special emphasis on the tax system. Interrelationships of federal, state and local finances are analyzed and discussed.

Prerequisite: Economics 21-22.

Offered 1956-1957, and alternate years.

Economics Seminar.

Two hours each week. Credit: one hour each semester.

The seminar is designed to serve a multifold purpose for majors in the field of Economics and Business. It is the meeting place and clearing house for the development of ideas and mutual aid in the solution or problems relating to general issues in the field of economics. Through the medium of reports and discussions on current projects, developments and problems, the student is expected to synthesize the knowledge gained in particular courses in special areas of economics.

Required of majors in economics during their junior and senior years.

Economics s30—Business Cycles.

Three hours each week. Credit: three hours.

An introduction to the empirical aspects of business cycles, cycle theories and public policy relative to business cycles.

Prerequisite: Economics 21-22. The prerequisite may be waived for mature students.

Offered upon sufficient demand in the summer term.

Economics s40—Public Control of Business.

This course is designed to offer an integrated study of public control of economic activities in various fields of private endeavor. Public policy is treated in the light of motivations, objectives, and administrative procedures. Special emphasis is placed upon the regulation of industrial combinations and public utilities as well as upon the practices that are directed toward the maintenance of a stable economy.

Prerequisite: Economics 21-22. The prerequisite may be waived for mature students.

Offered upon sufficient demand in the summer term.

EDUCATION

ASSOCIATE PROFESSOR BAILEY

It is the purpose of the Department of Education to develop a philosophy of education that is applicable to a democracy, to impart a knowledge of educational principles and methods of teaching based on sound psychological and sociological principles, and to equip the student for service as a teacher in the public schools.

Students who expect to teach in the secondary schools will major in the academic subject of their interest. They will take certain courses in the Department of Education required for certification. These are *Education 21* and *Education 34*, or *Education 35*, *Psychology 22* and *Psychology 32*. Music Education majors take *Education 31* and *Education 32*; Physical Education majors, *Education 42*; and academic secondaries, *Education 38*; all take *Education 40*.

Those students planning to teach in the elementary school may major in Elementary Education. This major consists of *Education 21* and either *Education 34* or *Education 35*; *Education 25* and *Education 28*; *Psychology 22* and *Psychology 32*; *Education 36* and *Education 40*. Related courses required for certification and included in the course of study for those seeking elementary certificates are: *English 29*, *History 21-22*, *Political Science 32*, *Geography 13* and *14*; *Music 11-12*, *Physical Education 45-46*. Three hours of Choir credit may be counted in lieu of *Music 11-12*.

Psychology 22 is a prerequisite for *Psychology 32*. Before being eligible for *Education 40* a student must have had the proper course from the following group: *Education 31, Education 32, Education 36, Education 42, Education 38*. Whenever possible a student should plan his program far enough ahead so that it will be necessary for him to carry only 13 hours during the semester of the senior year in which student teaching is done.

All students wishing to do student teaching will file a written request with the head of the Department of Education during the second semester of their junior year.

All students planning to teach Music, Physical Education, or any academic subject on the secondary level, should consult the head of the Department of Education for further information about the requirements for certification.

Education 21—The American Public School.

Three hours each week. Credit: three hours first semester.

This course provides an intensive treatment of the place of the public school in our American democracy. Against the background of the changing American culture, the historical development of the various features of public education is presented, and the impact of historical institutions and ideas on education is pointed out. The social role of the school is emphasized. The course concludes with a vigorous treatment of the problems confronting American educational leadership as it charts its future course. Equally valuable to the teacher or layman who wishes a better understanding of one of America's most valuable institutions.

Education 25—Music for the Elementary School Teacher.

Three hours each week. Credit: three hours first semester.

This course is designed to meet the music teaching needs of elementary teachers. It includes the necessary fundamentals and the various methods used for the presentation of music to children.

Offered 1957-1958, and alternate years.

Education 28—Drawing and Industrial Arts for the Elementary School Teacher.

Three hours each week. Credit: three hours second semester.

This course includes the fundamentals in drawing and painting, materials for use in elementary schools and industrial arts.

Offered 1957-1958, and alternate years.

Education 31—Elementary School Music Problems.

Three hours each week. Credit: three hours first semester.

This course is primarily a prerequisite for the practice-teaching course. It includes the methods and materials used throughout the school system, score cards for evaluating progress, formulation of criticisms, visitations, and the organization of teachers' meetings.

Education 32—High School Music Problems.

Three hours each week. Credit: three hours second semester.

This course is a continuation of EDUCATION 31 and includes all phases of high-school music. A study is made of the organization of glee clubs and choruses, including voice testing, assignment of parts, balance of parts, and selections suitable for various types of high school programs; and of the organization of orchestra and bands, including selections suitable for each.

Prerequisites: Music majors who have covered all major requirements are eligible for Education 32. Other students may enter only by permission of the instructor.

Education 34—Philosophy of Education.

Three hours each week. Credit: three hours second semester.

In this course consideration is given to the nature of the educative process, the School as a social and educational institution, and the purpose it is designed to serve in a democracy.

Offered 1956-1957, and alternate years.

Education 35—Measurement and Evaluation in Education.

Three hours each week. Credit: three hours first semester.

This course is a study of mental tests and educational measurements, such as the nature of measurements, the derivation of educational scales, and the development of standardized tests, tests and measurements of ability and achievement in both elementary and high school subjects.

Prerequisite: Education 21.

Education 36—Techniques of Teaching in the Elementary School.

Three hours each week. Credit: three hours second semester.

Emphasis is placed on the selection, organization, and presentation of materials used with grades one through eight. Consideration is given to the principles of developing a sound curriculum in the elementary school. Frequent observations in public schools tend to make the course more meaningful.

Education 38—Techniques of Teaching in the Secondary School.

Three hours each week. Credit: three hours second semester.

This course is intended to give the prospective secondary teacher an understanding of the basic principles underlying the educative process in the secondary school. It includes methods employed in the organization of teaching materials in different fields of interest. It includes techniques of adjusting materials and learning aids to the needs of the pupils, and provides the prospective teacher with experience in curriculum construction, classroom organization and management, organization of routine activities such as record keeping,

directed study, evaluation, school marks and marking systems. Observation of actual classroom teaching in the student's particular field of interest is an integral part of this course.

Education 40—Observation and Directed Teaching.

Five hours each week. Credit: three hours either semester.

Observation and directed teaching in the public schools will be supervised by the co-operating teachers and the head of the Department of Education. After sufficient observation and participation a minimum of forty-five hours will be spent in actual teaching. Discussions will be held and criticisms offered as the need arises. A fee, paid by the student, is charged for student teaching.

Prerequisite: One course from among the following: Education 31, Education 32, Education 36, Education 37, Education 38.

Education 42—Methods in Health and Physical Education.

Three hours each week. Credit: three hours second semester.

Materials and methods used in teaching health and physical education in public schools and colleges.

Psychology 22—Child Psychology.

Three hours each week. Credit: three hours second semester.

(See course outlined under *Psychology 22*, Department of Psychology.)

Psychology 32—Educational Psychology.

Three hours each week. Credit: three hours second semester.

(See course outlined under *Psychology 32*, Department of Psychology.)

Prerequisite: Psychology 22.

ENGLISH

PROFESSOR FURNAS AND ASSISTANT PROFESSORS WEIS,
MARLETTE,* DAVIS AND DEAGON

A student majoring in English is expected to acquire an adequate knowledge of English and American literature, and the ability to use the English language in a creditable fashion, with some feeling for style. This aim should be achieved by voluntary reading as well as by taking regular courses. A course in English history must be taken as early as possible.

*On leave of absence, 1957-1958.

A major in English literature should include Courses 15, 16, 25, 26, 33, 34, 35, 36, 45, and 46, and Seminars 41 and 42. The courses are arranged in the order of increasing difficulty in language as well as in other ways so that each course is more or less a prerequisite for those which follow. They should, therefore, be taken just as nearly in the order suggested as is possible; at any rate, the first four must be taken before the last four, and *English* 35 and 36 before the last two. A student who wants to take American Literature may substitute *English* 23-24 for *English* 15 and 16, or 25 and 26. At least one semester of American literature is required by the State of North Carolina for high school teachers of English.

Majors in the department are expected to pass a comprehensive examination over the whole field about March first of their senior year. This is regularly an hour oral examination given by three or four instructors, but may include a written or printed examination. Preparation for it should include review of courses taken, filling in between courses, matters of meter, and principles of structure in the different literary forms.

Related courses for the English major may be in education, a foreign language (often useful in high school teaching), philosophy, Biblical literature, history and writing or spoken English of any sort.

English As a Tool

At the end of the course in first-year English, students will be expected to have attained the ability to use the English language as an effective tool in both written and spoken form. Not stylistic or artistic ability, but correctness in manuscript, spelling, punctuation, paragraphing, and the preparation of reports with properly referred authorities and a bibliography will be required. This ability is tested by a comprehensive examination in English, which must be passed in order to receive credit for *English* 11.

Period Courses

English 15—Recent Literature. (Since 1914).

Three hours each week. Credit: three hours first semester.

English 16—Victorian Literature: Tennyson, Browning and Others.

Three hours each week. Credit: three hours second semester.

English 25—The Romantic Revival.

Three hours each week. Credit: three hours first semester.

English 26—The Neoclassical Age.

Three hours each week. Credit: three hours second semester.

English 35—Milton and His Age.

Three hours each week. Credit: three hours first semester.

English 36—Shakespeare.

Three hours each week. Credit: three hours second semester.

English 45—Spenser and His Age.

Three hours each week. Credit: three hours first semester.

English 46—Chaucer and His Age.

Three hours each week. Credit: three hours second semester.

English Seminar 41-42—Old English Literature in Translation and the Book of John in Old English.

Two hours each week. Credit: one hour each semester.

Courses in Writing**English 10—Refresher and Training in Basic English Composition.**

Three hours the second semester. No credit. Required of any student deficient in writing.

English 11-12—English Composition.

Three hours each week. Credit: three hours each semester.

One section of English 11 will be offered in the second semester when necessary.

English 37—Creative Composition.

Two hours each week. Credit: two hours first semester.

An advanced course in professional, artistic writing, with a large amount of practice. A student may have credit for two semesters of creative writing, but is advised not to take both the same year. Students interested in advanced journalistic writing may sign for this course.

This course will be offered in the second semester when necessary.

Offered 1956-1957 and alternate years.

Courses in Spoken English

English 17—Public Speaking.

Three hours each week. Credit: three hours each semester.
Given each semester.

English 27-28—Play Production.

Three hours each week. Credit: three hours each semester.

Survey Courses

English 21—Western World Literature.

Three hours each week. Credit: three hours the first semester
(See cultural resources courses.)

One section will be given the second semester when necessary.

English 24—American Literature.

Three hours each week. Credit: three hours second semester.

English 33-34—English Literature.

Three hours each week. Credit: three hours each semester.

Miscellaneous

English 29—Children's Literature.

Three hours each week. Credit: three hours first semester.

English 10—Review Grammar.

This is a non-credit course. It is designed and is mandatory for students who have failed the comprehensive examination in English. Upon the recommendation of two faculty members in conference with the chairman of the English Department other students may be assigned to take this course.

English Seminar 31-32.

Two hours each week. Credit: one hour each semester.

Advanced papers and reports on literary problems. A student majoring in English must take English Seminar 41-42 and should take also Seminar 31-32.

English 38—Classical Mythology.

Three hours each week. Credit: three hours second semester.

English 39—Advanced English Grammar.

Three hours each week. Credit: three hours first semester.

A course in functional grammar designed for those preparing to teach English in public schools and for those who wish a review of essentials in syntax, punctuation and usage. See English 10.

English 47—The Law and Technique of the Drama.

Credit: three hours, in Summer School only.

FOREIGN LANGUAGES

ASSOCIATE PROFESSOR HILTY, ASSISTANT PROFESSOR
DEAGON AND INSTRUCTORS HUNT AND FEAGINS

In French or Spanish, 24 hours beyond the beginning course are required for a major. A student who majors in one modern language must study, in addition, two years of another; and if he has no credits to offer in any classical language, it is suggested that he study *Greek* 11-12 or *Latin* 11-12. No credit is allowed for less than two semesters of any elementary course. History or English is recommended as a related subject.

French**French 11-12—Elementary Course.**

Three hours each week. Credit: three hours each semester.

French 13-14—Intermediate Course.

Three hours each week. Credit: three hours each semester.

Prerequisite: French 11-12, or an accredited two-year high school course.

French 21-22—Survey of French Culture.

Three hours each week. Credit: three hours each semester.

Prerequisite: French 13-14 or equivalent.

French 33-34—Advanced Course, primarily for language majors.

Three hours each week. Credit: three hours each semester.

Prerequisite: French 13-14 or equivalent.

French 41—Sixteenth Century Literature.

Three hours each week. Credit: three hours first semester.

Offered 1957-1958.

French 42—Seventeenth Century Literature.

Three hours each week. Credit: three hours second semester.

Offered 1957-1958.

French 45—Eighteenth Century Literature.

Three hours each week. Credit: three hours first semester.

Offered 1958-1959.

French 46—Nineteenth Century Literature.

Three hours each week. Credit: three hours second semester.

Offered 1958-1959.

German**German 11-12—Elementary Course.**

Three hours each week. Credit: three hours each semester.

German 13-14—Intermediate Course.

Three hours each week. Credit: three hours each semester.

Prerequisite: German 11-12, or an accredited two-year high school course.

German 21-22—Survey of German Literature.

Three hours each week. Credit: three hours each semester.

Greek**Greek 11-12—Introduction to Greek Language and Literature.**

Three hours each week. Credit: three hours each semester.

This will be Attic Greek (or New Testament Greek according to the demand). (With sight-reading in the N. T.)

Offered 1958-1959, and alternate years.

Greek 13-14—Intermediate Course.

Three hours each week. Credit: three hours each semester.

Offered 1957-1958, and alternate years.

Prerequisite: Greek 11-12.

Latin

Latin 11-12—Introduction to Latin Language and Literature.

Three hours each week. Credit: three hours each semester.

Offered 1957-1958, and alternate years.

Latin 13-14—Intermediate Course.

Three hours each week. Credit: three hours each semester.

The course is divided so that the first semester is given to the study of Latin prose, including Caesar, Cicero, and Pliny, and the second semester to Latin poetry, including Virgil's Aeneid.

Prerequisite: Latin 11-12, or an accredited two-year high school course.

Offered 1958-1959, and alternate years.

Spanish

Spanish 11-12—Elementary Course.

Three hours each week. Credit: three hours each semester.

Spanish 13-14—Intermediate Course.

Three hours each week. Credit: three hours each semester.

Prerequisite: Spanish 11-12, or an accredited two-year high school course.

Spanish 21-22—Survey of Spanish Culture: Iberian and American.

Three hours each week. Credit: three hours each semester.

Offered 1957-1958, and alternate years.

Spanish 31-32—Advanced Course in Conversation and Composition.

Three hours each week. Credit: three hours each semester.

Prerequisite: Spanish 13-14 or equivalent.

Offered 1958-1959, and alternate years.

Spanish 41-42—Siglo de oro.

Three hours each week. Credit: three hours each semester.

Prerequisite: Spanish 13-14, or equivalent.

Offered 1957-1958, and alternate years.

Spanish 45—Nineteenth Century Literature.

Three hours each week. Credit: three hours first semester.

Prerequisite: Spanish 13-14.

Offered 1957-58, and alternate years.

Spanish 46—Contemporary Spanish-American Literature.

Three hours each week. Credit: three hours second semester.

Prerequisite: Spanish 13-14.

Offered 1957-58, and alternate years.

HISTORY

PROFESSOR NEWLIN

ASSISTANT PROFESSOR BURROWS

The courses in this department are designed with the dual objectives of offering a variety of studies in history which will give a wide range of choice to students who wish to gain a knowledge of that field of history which is most directly related to the subject of their primary interest; and of providing a sound background for the student who wishes to become a teacher of history or to continue his study of history in graduate school.

A major in history consists of *History 13-14, 21-22*, two semesters of seminar and twelve additional hours selected carefully from other courses offered, at least six hours of which must be chosen from the following: *History 41-42, 43, 44, 45, and 46*. All history majors are expected to take the required core curriculum history course, *History 37-38*; and are encouraged to plan their program of related courses with care to supplement their knowledge in that particular field or history in which they may be interested. Courses in economics, political science, literature and sociology are especially recommended as providing rich possibilities for a very well worked out and complete course of study.

Majors in the department are expected to pass a comprehensive examination covering their four-year course of study of history about March of their senior year.

History 13-14—Modern Europe.

Three hours each week. Credit: three hours each semester.

In this general survey of this history of Modern Europe the period from 1500 to 1870 is covered during the first semester and the period from 1870 to the present time during the second semester. The origin and growth of the modern states, the great intellectual, political and

economic revolutions, the impact of Europe on the rest of the world, and the causes and effects of the world wars are given special attention.

Required of history majors, and should be taken in freshman year.

History 21-22—The History of the United States.

Three hours each week. Credit: three hours each semester.

A general history of the United States from its colonial beginnings to its emergence as a major world power, stressing primarily political developments, yet devoting considerable attention to social and economic factors and institutions as essential aspects of the life of the nation. The first semester takes the study up to 1877.

Required of history majors, and should be taken in sophomore year.

History 23—England to 1700.

Three hours each week. Credit: three hours first semester.

A general study of the history of England, the nation in formation, from the early conquests to the last of the Stuarts, with particular emphasis upon the evolution of political institutions, but also including attention to major social and economic developments.

Offered 1956-1957, and alternate years.

History 24—The British Empire: 1700 to the Present.

Three hours each week. Credit: three hours second semester.

The transition of the island nation into a world empire—the development of imperial organization, the struggle for imperial supremacy, the effect upon internal developments, and the impact upon world affairs.

Prerequisite: History 23.

Offered 1956-1957, and alternate years.

History 25-26—Latin America.

Three hours each week. Credit: three hours each semester.

The purpose of this course is to study the main features of the history of Latin America from 1492 to the present time. In successive stages the study will cover: exploration and conquest, the richest of all Indian civilizations, empire building, the long period of European control, transition from colony to statehood, and struggle for national stability. In the course of the study the resources and major social and economic problems of the various states will find their proper places alongside the political developments. Special attention will be given to the history of the Twentieth Century. The major forces which agitate national and international affairs and the place of Latin America in world affairs will be stressed.

Offered 1957-1958, and alternate years.

History 34—North Carolina.

Three hours each week. Credit: three hours second semester.

This is a general history of North Carolina from the period of exploration to the present day. Colonial foundations, separation from

England, the establishment of the commonwealth, slavery, reconstruction, constitutional reforms, educational development, and recent economic developments will be studied with care. It is the desire to see many of the important problems and developments in their national perspective.

Offered on sufficient demand.

History 35—The Far East in the Modern World.

Three hours each week. Credit: three hours first semester.

An appreciation of the impact of the Western powers on the Eastern countries is a major objective of this course. Political and economic penetration, international rivalries and their effects on the East, and the long struggle of the East for freedom from Western control are given special attention.

Offered 1956-1957, and alternate years.

History 37-38—A History of Civilization.

Three hours each week. Credit: three hours each semester.

An attempt to develop an appreciation of history as a cultural resource diluting ethnocentrism, and of the importance of the historical aspect of all modern culture. The main features of this course are a clarification of definitions, a recognition of the development of different great cultures, each valuable in its own light, the tracing of salient features of the rise of Western Civilization, and an appraisal of some factors of an emerging World Civilization. The first semester especially emphasizes the classical and medieval foundation of Western Civilization, and the second semester deals with the major developments toward a World Civilization since approximately 1500.

*Required of all students—see cultural resources program.
To be taken in junior year.*

History 41-42—The Foreign Policy of the United States.

Three hours each week. Credit: three hours each semester.

The purpose of this course is to make a general survey of the history of the foreign policy of the United States, and to give a clear understanding of the organization and constitutional provisions for the conduct of foreign relations and to show how foreign policies are formulated and controlled. Many of the foreign policies which have been most important in the history of the country will be subjected to detailed study.

Prerequisite: History 21-22.

Offered 1956-1957, and alternate years.

History 43—The Age of the Renaissance.

Three hours each week. Credit: three hours first semester.

A study of social, religious and economic conditions of medieval Europe, stressing the age of the Renaissance, its political, cultural, and ecclesiastical development leading to the era of discovery and colonization.

Offered 1957-1958, and alternate years.

History 44—Sixteenth and Seventeenth Century of Europe.

Three hours each week. Credit: three hours second semester.

A study of the history of Europe through the early modern period covering the Reformation, the Counter-Reformation, the rise of national states, commercial expansion, development of the balance of power principle. Special attention will be given to the Reform movement in the 16th century.

Offered 1957-1958, and alternate years.

History 45—Europe Since 1914.

Three hours each week. Credit: three hours first semester.

This advanced course in European History is expected to give the student a knowledge of the economic, political, and social forces which have been determining factors in the major developments of the history of Europe during the past half century. Contemporary events and trends are studied in their global context.

Prerequisite: History 13-14.

Offered 1957-1958, and alternate years.

History 46—The United States Since World War I.

Three hours each week. Credit: three hours second semester.

An intensive historical analysis of the impact of the emergence of the United States as a world power upon the development of its political, economic, social, and cultural institutions.

Prerequisite: History 13-14 and History 21-22.

Offered 1957-1958, and alternate years.

History Seminar.

Two hours each week. Credit: one hour each semester.

First semester required of all majors during Junior Year.

POLITICAL SCIENCE

PROFESSOR NEWLIN

Political Science 21—Principles of Political Science.

Three hours each week. Credit: three hours first semester.

This course seeks to familiarize the student with the nomenclature and basic principles of political science. It treats the nature, origin, and evolution of the state and the functions of government.

Political Science 32—American Government: National.

Three hours each week. Credit: three hours second semester.

This course is designed to give the student a general knowledge of the organization and functioning of the National Government of the

United States. The background and establishment of the National Government and of the federal system, the organization and functioning of the various departments and commissions of government, the division of powers in the federal system, and the role of the individual in the governing process are stressed. It is recommended that a student take HISTORY 21 before taking this course.

Political Science 34—International Organization.

Three hours each week. Credit: three hours second semester.

This course is designed to give the student a knowledge of the evolution of international organization as it exists today. The main subjects for study are the influence of international law, diplomacy, international conferences, private international organizations, international administration, organization for peaceful settlement of disputes, the League of Nations, and the United Nations Organization.

Offered 1957-1958, and alternate years.

Political Science 35—American Constitutional Development.

Three hours each week. Credit: three hours first semester.

A study of the development of the American Constitution through judicial interpretation, related to the changing political, social and economic problems of the United States. Definitive Supreme Court cases which have shaped the course of development will serve as the primary basis of study.

Offered 1957-1958, and alternate years.

Political Science 36—Contemporary Political Thought.

Three hours each week. Credit: three hours second semester.

This course is designed to give an understanding of leading political doctrines of the nineteenth and twentieth centuries which have had major influences in shaping the issues and conflicts of the modern world and is an analysis of the development of the main currents of Western political thought, studied through the writings of famous political thinkers who have had the greatest influence in shaping modern ideas and institutions, with special reference to the central issue of reconciling individual liberty with social control.

Offered 1958-1959, and alternate years.

Political Science 37—State and Local Government in the United States.

Three hours each week. Credit: three hours first semester.

This course is designed to acquaint the student with the organization, fields of work, and administrative methods of Government in the states, counties, cities, and towns of the United States.

Offered 1958-1959, and alternate years.

HOME ECONOMICS

ASSISTANT PROFESSOR MARTIN

The Department of Home Economics aims to approach the problems of homemaking from a cultural as well as a practical point of view. The courses provide a background in the fundamental and scientific methods in this field.

Home Economics 11—Housing and Home Furnishing.

Two lectures and three hours of laboratory work each week.
Credit: three hours first semester.

In this course a study is made of essentials of house selection, planning, and furnishing from the standpoint of health, economy, comfort and beauty.

Offered 1957-1958, and alternate years.

Home Economics 12—Clothing and Textiles.

One lecture and six hours of laboratory each week.
Credit: three hours second semester.

Fundamental principles in the selection, and purchase of textiles and ready-made garments; use of commercial patterns and construction of simple garments to suit one's individual need.

Offered 1957-1958, and alternate years.

Home Economics 12—Foods and Nutrition.

One lecture and six hours of laboratory each week.
Credit: three hours first semester.

A study of the principles involved in selection, and purchase of foods and in planning, preparation, and serving of family meals.

Offered 1958-1959, and alternate years.

Home Economics 24—Family Economics—Home Management.

Two lectures and three hours of laboratory work each week.
Credit: three hours second semester.

Organization and management of household activities, time, energy, and income; problems and principles involved in selection and purchase of household equipment.

Offered 1958-1959, and alternate years.

MATHEMATICS

PROFESSORS PURDOM AND LJUNG
ASSOCIATE PROFESSOR OTT

The Department of Mathematics offers courses planned to meet the needs of three types of students: (1) those who enjoy mathematics for its own sake; (2) those whose intended vocation requires mathematical skills; and (3) those whose only need for mathematics is to become well educated persons in our quantitative civilization. Students of this last type are usually satisfied with six hours of mathematics—the minimum required of all candidates for a degree. This requirement may be met by passing *Mathematics* 11-14, or *Mathematics* 13-15, but the sequence *Mathematics* 13-14 is planned specifically for such students and should be preferable to them.

Students of the first two types usually make mathematics their major or related subject. They should take *Mathematics* 11-12, 15, and 18 their freshman year. Students majoring in mathematics are required to take one year of physics in addition to 24 hours in mathematics exclusive of *Mathematics* 14 and *Mathematics* 38, although the latter is strongly recommended. *Economics* 34 (Elements of Statistics) may be included in a mathematics major.

The student intending to work toward a graduate degree in mathematics is advised to acquire a reading knowledge of French and German while still an undergraduate.

No one may receive credit for both *Mathematics* 11 and *Mathematics* 13.

Mathematics 11-12—College Algebra.

Three hours each week. Credit: three hours each semester.

The first semester includes the necessary review of algebraic operations but stresses the application of linear, fractional, quadratic, and variation equations to problem solving. Additional topics are irrational equations, exponential equations, logarithmic computation, and logarithmic equations. The second semester continues with properties of determinants, inequalities, complex numbers, theory of polynomial equations, simultaneous quadratics, permutations, combinations, probability, mathematical induction, progressions, compound interest and annuities, partial fractions.

Mathematics 13-14—Freshman Mathematics.

Three hours each week. Credit: three hours each semester.

The use of logarithms, the solution of linear and quadratic equations and simultaneous linear equations, the solution of right and oblique triangles. Simple algebraic, trigonometric, and exponential functions, their graphs, and their application to the description and

prediction of natural and social phenomena. Special consideration is given to certain statistical concepts and to the mathematics of investment.

Mathematics 15—Trigonometry.

Three hours each week. Credit: three hours first semester.

Plane trigonometry including the use of logarithms in the solution of right and oblique triangles but also stressing properties of the trigonometric functions, their inverses, their graphs, identities, and equations.

Prerequisite: 1½ units of high school algebra or Mathematics 13 or current registration in Mathematics 11.

Mathematics 18—Plane Analytic Geometry.

Three hours each week. Credit: three hours second semester.

Customary topics of plane analytic geometry treated primarily as preparation for the calculus and the sciences.

Prerequisite: Mathematics 11, 15, and registration in Mathematics 12 or equivalent progress.

Mathematics 21—Calculus I.

Three hours each week. Credit: three hours first semester.

Fundamental concepts of differential and integral calculus; technique of differentiation.

Mathematics 22—Calculus II.

Three hours each week. Credit: three hours second semester.

Applications of differentiation, formal integration, and applications of integration.

Prerequisite: Mathematics 21.

Mathematics 35—Theory of Equations.

Three hours each week. Credit: three hours first semester.

The solution of polynomial equations by trial, by radicals, and by Horner's method; transcendental equations by graphing and by Newton's method. Sturm functions, discriminants, and eliminants. Properties of determinants, rank of a matrix, linear dependence and consistency of m linear equations in n unknowns.

Prerequisite: Mathematics 21.

Mathematics 36—Solid Analytic Geometry.

Three hours each week. Credit: three hours second semester.

Points, curves and surfaces as represented in three dimensional co-ordinate systems. Determinants and matrices are utilized in the study of systems of surfaces, transformations, and the general quadric surface.

Prerequisite: Mathematics 35 or consent of the department.

Mathematics 38—History of Mathematics.

Three hours each week. Credit: three hours second semester.

The purposes of this course are (a) to show prospective teachers the relation of elementary mathematics to the total culture of a time and place and (b) to indicate to prospective graduate students some of the more recent advances in mathematics. Mathematics known before 1637 treated chronically and geographically; mathematical development since 1637 treated tropically and biographically.

Prerequisite: Mathematics 21.

Offered 1957-1958, and alternate years.

Mathematics 41—Advanced Calculus.

Three hours each week. Credit: three hours first semester.

Ability to differentiate and integrate the familiar functions of one variable is presupposed, but the definitions of derivative, differential, and Riemann integral are reviewed and made more rigorous. The major portion of the course is devoted to functions of several variables including such topics as partial derivatives, directional derivatives, multiple and line integrals, Jacobians, and vector operators.

Prerequisite: Mathematics 22.

Offered upon sufficient demand.

Mathematics 42—Differential Equations.

Three hours each week. Credit: three hours second semester.

A course for majors in mathematics or the natural sciences, seeking to develop mathematical maturity and resourcefulness in solving problems by the methods of differential equations.

Prerequisite: Mathematics 22.

Offered 1958-1959, and alternate years.

MUSIC

ASSOCIATE PROFESSOR BAUMBACH

ASSISTANT PROFESSOR DARNELL AND

INSTRUCTOR LJUNG

The Department of Music offers the Bachelor of Arts degree for all students who wish to emphasize music in a program of liberal arts study. This degree may be obtained with a major concentration in instruments (piano, organ, violin, etc.), voice, or music education. The latter also prepares the student for the North Carolina "A" grade certificate for public and high school teachers.

Any student may take lessons on any instrument or in voice either as an extra-curricular activity or an applied music minor, without any prerequisite except in organ, the study of which may be begun after the student has attained grade 6 in piano.

The entrance requirements for candidates for the A.B. degree in music are the same as those for other major subjects. In addition, talent tests will be given and students must give sufficient evidence of musical aptitude to make the course profitable. More specific requirements are stated in the applied music section.

Participation in some form of ensemble is required of all candidates for a music degree. At the discretion of the head of the music department, a student may be required to participate in more than one ensemble. All voice majors must belong to a choral ensemble four years. Music education majors must belong to a choral ensemble three years and may elect either choir or an instrumental ensemble during the fourth year. Piano and organ majors must belong to a choral ensemble four years unless proficiency on another instrument makes them eligible for an instrumental ensemble. Music majors are required to attend all recitals sponsored by the Music Department.

With the major concentration in instruments or voice, the student must take at least eighteen hours of related subjects for a minor, in addition to the required tool and cultural resources courses. These may be chosen from the departments of English, foreign languages, philosophy, religion or, by special permission, from some other department. For this major, the student should take *Music* 11-12, 15-16, and 17-18 in the first year, *Music* 21-22 in the second, *Music* 31-32 in the third, and *Music* 33-34 and 41-42 in the last year. Lessons for majors in the field are outlined in the applied music section.

With the major concentration in music education, the student must take at least eighteen hours of related subjects from the Department of Education for a minor, in addition to the required tool and cultural resources courses. The student should take *Music* 11-12, 15-16, and 17-18 in the first year, *Music* 21-22 in the second, and *Music* 33-34 and 41-42 in the third and fourth year.

Music Education majors must choose at least one major and one minor applied music subject. A minimum of twelve semester hours credit must be earned in the major applied music subject; a minimum of six semester hours credit in a minor applied music subject. If the major applied music subject is piano or voice, the student must take private or class instruction in the applied music minor beginning in the freshman year and continuing until six semester hours credit have been earned. If the major applied music subject is an orchestral instrument, the student must take piano lessons beginning in the freshman year, and, in addition, must take private or class instruction in one other instrument or in voice beginning in the

sophomore year, until a total of nine semester hours credit have been earned.

Music Education majors with an applied music major in: Piano must complete grade 7 in piano and grade 2 in voice; Voice must complete grade 5 in piano and grade 3 in voice; an orchestral instrument must complete grade 4 in piano and grade 2 in voice or one other instrument, and grade 3 in their major instrument.

Music History majors are required to attain grade seven in piano. The requirements, otherwise, are like those of the major in instruments plus an advanced course in music history and literature.

Music Theory majors: Any student who has completed two years in any music course and has received a grade of B or better in *Music* 15-16, 21-22 and 17-18 is eligible for this major. The requirements are those of the major in instruments, except that the student need attain only grade 7 in piano and may take a course in Orchestration.

MUSIC

Music 11-12—Music Appreciation.

First semester: Two hours class and one hour laboratory each week. Second semester: One hour class and two hours laboratory each week. Credit: Two hours each semester.

A survey of the literature of music, designed to give the student a deeper understanding of the value of music in everyday life.

Open to all students.

Music 15-16—Elementary Theory.

Three hours each week. Credit: two hours each semester.

A study of the rudiments of music, its terminology, intervals, scales, and its melodic, harmonic, and rhythmic elements. The first semester is devoted to the study of notation, rhythm, scales, keys, the four types of triads, and their application at the keyboard. In the second semester these studies are continued and the study of seventh chords, key relationships, modulation, modal scales, transposition by clef, and of four-part writing are introduced.

Open to all students.

Music 17-18—Eartraining.

Two hours each week. Credit: one hour each semester.

The materials presented in MUSIC 15-16 are studied by means of rhythmic reading, sight-singing, and melodic and harmonic dictation. This course, therefore, must be taken simultaneously with MUSIC 15-16.

Music 21-22—Advanced Theory.

Three hours each week. Credit: two hours each semester.

A continuation of the study of four-part writing, and including the study of altered chords, chorale harmonizations, and harmonic counterpoint based on the technique of the eighteenth and nineteenth century styles.

Prerequisite: Music 15-16.

Music 31-32—Counterpoint.

Two hours each week. Credit: two hours each semester.

A practical study of the medieval modes and the vocal polyphony of the sixteenth century, leading to an introduction to the eighteenth century invention and fugue forms. A thorough understanding is obtained by analysis and writing, using representative works by Palestrina, Lassus, J. S. Bach, and others as models.

Prerequisite: Music 21-22.

Offered 1957-1958, and alternate years.

Music 33-34—History of Music.

Three hours each week. Credit: three hours each semester.

A study of the history of music through analysis of the musical styles of the various periods. Recordings are used for illustrations.

Prerequisite: Music 21-22.

Offered in 1958-1959, and alternate years only, unless the demand is sufficiently great.

Music 41-42—Form, Analysis, and Composition.

Two hours each week. Credit: two hours each semester.

A study of the structural elements of musical form and harmonic rhythm. Analysis and writing of cadences, motives, phrases, periods, simple song-, rondo-, variation-, and sonata allegro forms. Examples are taken from representative works of eighteenth and nineteenth century composers.

Prerequisite: Music 11-12.

Offered 1958-1959, and alternate years.

Music 43-44—Orchestration.

Two hours each week. Credit: two hours each semester.

First semester: A practical study of all the orchestral instruments.

Second semester: Exercises in making simple arrangements for small and large orchestras.

Offered on sufficient demand.

Music 45-46—Music Literature.

Two hours each week. Credit: two hours each semester.

An intensive study of the literature of music. This course is especially designed for majors in music history and literature.

Offered in alternate years only on sufficient demand.

Music 47—Opera.

Two hours class and one hour laboratory each week.

Credit: two hours first semester.

Prerequisite: Music 21-22.

Music 48—Symphony.

Two hours class and one hour laboratory each week.

Credit: two hours second semester.

Prerequisite: Music 11-12.

Offered in alternate years only upon sufficient demand.

See Education 25—Music for the Elementary School Teacher.

See Education 31—Elementary School Music Problems.

See Education 32—High School Music Problems.

APPLIED MUSIC COURSES

Credit for work in applied music is granted only after an examination at the end of each semester, in which students are required to play representative numbers from the more difficult studies or pieces of their respective grades in order to earn promotion to the next higher grade.

Appearance in student recitals is required at the discretion of the teacher.

Applied Music Credits: One semester hour is earned by taking one half-hour lesson with five hours of practice each week. Two semester hours credit are earned by taking two half-hour lessons with ten hours of practice each week. It is understood that the credits are not earned unless the prescribed standard of difficulty is earned.

Piano Major

Piano majors are required to take two half-hour lessons in piano each week during the four year course. It is recommended that voice or a second instrument be studied at some time during the four years.

Entrance requirements: To enter the four year degree course in piano the student should be grounded in reliable technique. He should be able to play in a moderately rapid tempo (M.M. 100—four notes per beat) and parallel motion major and minor scales and arpeggios in octave position, and should have acquired systematic methods of practice.

He should have studied some of the standard etudes, such as Czerny, op. 299, book 1; Heller, op. 46 or 47; Bach, Little

Preludes, a few two-part inventions, and compositions corresponding in difficulty to Haydn, Sonata No. 11, No. 20 (Schirmer); Mozart, Sonata No. 3 in C Major, No. 13 in F Major (Schirmer); or Beethoven, Sonata Op. 49, No. 1, etc.

Music 6—Piano (Freshman year).

Cramer, Studies; Bach, Three-part Inventions; Mozart, Sonatas C Major No. 3, F Major No. 13 (Schirmer); Beethoven, Sonatas, Op. 49 No. 1, Op. 14 Nos. 1 and 2, and other compositions of comparable difficulty.

Scales: Any major or minor scale to be played in thirds, sixth, and tenths, M.M.—quarter note—112, in the following form:

Two octaves in eighth notes.

Four octaves in sixteenth notes.

Arpeggios: Any triad or dominant seventh to be played in all positions, hands together one octave apart, M.M. 112 per quarter note.

Music 7—Piano (Sophomore year).

Studies equivalent in difficulty to Czerny, Op. 740; Bach, Three-part inventions; sonatas equivalent in difficulty to Beethoven, Op. 10, No. 1 and 2, and Op. 14, No. 1; romantic and modern pieces.

All scales, triads, and seventh chords to be played in all positions and combinations, M.M. 120 per quarter note. The student should demonstrate his ability to read at sight hymns, folksongs, and other compositions of moderate difficulty.

Music 8—Piano (Junior year).

Materials equivalent in difficulty to Clementi, Gradus ad Parnassum; Bach, Well Tempered Clavichord; Beethoven, Op. 2, No. 1, 2, or 3; Concerto in C Minor; Mendelssohn, Concerto in G Minor; romantic and moderate pieces; all scales and arpeggios. The student should demonstrate his ability to read at sight accompaniments and compositions of moderate difficulty.

Music 9—Piano (Senior year).

Materials equivalent in difficulty to Chopin: Etudes, Scherzi, Ballads, etc.; Beethoven; Sonatas equivalent in difficulty to Op. 31, E flat; a classic or modern concerto; Bach: Well Tempered Clavichord, Suites, Partitas, Toccatas, etc.; classic, romantic, and modern pieces.

The student will prepare for final examination a recital program of serious content and adequate difficulty consisting of classic, romantic, and modern compositions; also a selection made by the examiners, preparation to be made in two weeks without any assistance from anyone. He should have had considerable experience in ensemble and should be a capable sight reader.

Voice Major

Voice majors are required to take two half-hour voice lessons each week during the four year course.

Voice majors are required to take one half-hour piano lesson

each week until the grade 7 standard has been attained, after which the study of another instrument may be substituted or that of piano continued.

Membership in the choir during the four year course is an essential part of this major and, therefore, required.

Entrance requirements: To enter the four year degree course in voice the student should be able to sing standard songs and simple classics in good English, on pitch, with correct phrasing and musical intelligence. He should also demonstrate his ability to read a simple song at sight and a knowledge of the rudiments of music. Some knowledge of piano is required.

Music 1—Voice (Freshman year).

Correct physical and mental poise. Principles of breathing and breath control. Proper use of the organs of articulation. Study of vowels and fundamental essentials of tone production with such vocalises as may be deemed necessary for the individual student. Simple Songs in English and Italian. (Piano 3)

Music 2—Voice (Sophomore year).

More advanced technique. Studies of diatonic and chromatic scales, legato, staccato, triplets, the simple trill, and other standard embellishments. Italian songs of the classic Bel Canto period leading to songs by Handel, Bach, Mozart, Weckerlin, Schubert, and Schumann, thus covering the classic and romantic periods. (Piano 4)

Music 3—Voice (Junior year).

Studies for maximum flexibility and velocity. Fundamentals of style and expression appropriate to each stylistic period. Recitative, lyric, and dramatic examples from operas and oratorios by Bach, Handel, Mozart, Haydn, Gluck, as well as French and other songs from the works of modern composers.

Music 4—Voice (Senior year).

Study of the more difficult classic, romantic, and modern song literature, including songs in English, Italian, French, and German.

The student will prepare for final examination a recital program of serious content and adequate difficulty. He should have had considerable experience in ensemble and must be a capable sight reader.

Organ and Instrumental Majors

To enter the four year degree course as an organ major the student should have completed *Piano 6* or its equivalent. For standards consult the instructor.

Organ majors are required to take two half-hour organ lessons each week during the four year course and continue

the study of piano until grade 7 has been attained, after which the study of voice may be begun. A minimum of one year of voice study and membership in the choir during the entire four years course are required.

To enter the four year degree course with a major in an orchestral instrument, the student should be grounded in reliable technique; he should be able to play scales and arpeggios at a moderately rapid tempo and should be prepared to play them, as well as one or more compositions, in order to give evidence of sufficient musical aptitude to make the course profitable. He should also have acquired methods of systematic practice. For specific standards consult the instructor.

Orchestral instruments, as secondary applied music subjects and as minor instruments for majors in Music Education, are taught in class groups. This method of class instruction may, then, be applied in teaching high school groups.

Music 35-36—String Class.

Two hours each week. Credit: one hour each semester.

A two-semester course in the fundamentals of string technique.

Music 37—Woodwind Class.

Two hours each week. Credit: one hour each semester.

A one-semester course in the fundamentals of woodwind technique.

Music 38—Brass Class.

Two hours each week. Credit: one hour each semester.

A one-semester course in the fundamentals of brass technique.

Music 27-28—Class Voice.

Two hours each week. Credit: one hour each semester.

The course utilizes the same vocal exercises as private voice, but students have the opportunity of hearing each other and develop a faculty for constructive criticism. Exercises and songs are sung together and as solos.

This course is particularly useful for majors in Music Education with a minor in voice.

Music 19-20—Choir Training.

Five hours each week. Credit: No credit is given for choir in the first year; thereafter it carries one hour credit each semester.

Admission to the course is equivalent to membership in the A Capella Choir (see description under Student Activities). The course is an exceedingly practical one and is devoted entirely to the acquisition of a repertoire in music suitable for use in churches and other sacred gatherings. The various periods in the development of choral music are

studied. Public performance is included for all members who become proficient. The work is especially adapted for prospective choir directors in churches and schools.

Music 23-24—Piano Methods.

Two hours each week. Credit: two hours each semester.

A course for future piano teachers consisting of a thorough investigation of teaching methods and teaching materials.

Offered only on sufficient demand.

Music 25-26—Voice Methods.

Two hours each week. Credit: two hours each semester.

A course for future voice teachers consisting of a thorough investigation of teaching methods and teaching materials.

Offered only on sufficient demand.

NATURAL SCIENCE

PROFESSORS CAMPBELL AND CROWNFIELD
AND ASSOCIATE PROFESSOR TERRELL

Natural Science 11—The Physical World.

Three lectures and two hours of laboratory each week.

Credit: three hours first semester.

(See tool courses.)

Natural Science 12—Human Biology.

Three lectures and two hours of laboratory each week.

Credit: three hours second semester.

(See tool courses.)

Also listed as BIOLOGY 12.

PHILOSOPHY

PROFESSOR MILNER
AND ASSOCIATE PROFESSORS KENT AND FEAGINS

The aim of the courses in philosophy is to train the student in the attitude of reasoned inquiry into the more basic problems concerning himself and his world as a whole. Insofar as this may be accomplished through a relatively thorough study of what others think or have thought, students should have an appreciable grasp of the historical development of philosophical endeavor. On the other hand, the individual student's personal reflection in an effort to understand the significance of ultimate problems for his own experience and to deal with them as

best he can for himself is of paramount importance in the study of philosophy, and students are encouraged to work out their own tentative conclusions.

The courses of study in this department are offered to students of three general types: (1) those who are interested in a broad but integrated appreciation and understanding of human culture; (2) those who wish to explore the rational foundations of particular subjects of special interest to them, and most importantly perhaps their major subject (e.g., the sciences, religion, languages and literature and art); (3) those who desire to major in philosophy, whether or not planning to pursue graduate work in this field.

A major in Philosophy includes *Philosophy* 10, 11, 12, 28, 31, 33, 35 and 36. Either *Philosophy* 26 or 30 may be taken in place of any one of the last five of these courses.

Philosophy 10—Introduction to Philosophy.

Three hours each week. Credit: three hours either semester.

A study of the fundamental problems of philosophy, emphasizing the importance of philosophical thinking for man's everyday experience; an examination of typical ideas and systems of ideas in terms of which men have sought to solve these problems.

Note: this course should be taken prior to any other courses in Philosophy; when this is not possible it should be taken concurrently with the first of other courses taken. This general rule does not apply to students who take only PHILOSOPHY 24 and PHILOSOPHY 41-42, the core-curriculum courses in this department required of all students.

Offered each semester each year.

Philosophy 11—Ethics: The Theory of Morals.

Three hours each week. Credit: three hours first semester.

A critical study of the chief theories of the nature and principles of moral living, with regard to both the good(s) valued and sought by man and the right way of acting (duty, the ought).

Offered each year.

Philosophy 12—Logic: the Principles and Problems of Rational Belief.

Three hours each week. Credit: three hours second semester.

A study of the rational foundations of clear discourse and valid inference and their application to communication and reasoning in everyday life and the sciences; an introduction to the principles and problems of the methods of proof used in the empirical sciences.

Offered each year.

Philosophy 24—Aesthetics: Appreciation of Art.

Three hours each week. Credit: three hours second semester.
(See cultural-resource courses.)

Offered each year.

Philosophy 26—The Philosophy of Pacifism and Conscientious Objection.

Three hours each week. Credit: three hours second semester.

An analysis of the several forms of pacifism and conscientious objection to war; a consideration of the many philosophical problems raised by these forms; and an attempt to work out a systematic rational defense for and incentive to a modern positive peace testimony consonant with the best traditions and principles of the Society of Friends.

Offered 1957-1958, and alternate years.

Philosophy 28—The Dialogues of Plato.

Three hours each week. Credit: three hours second semester.

The aim of this course is to acquaint students with a major number of Plato's Dialogues. The emphasis will be on the content of the dialogues and the implications of the ideas expressed therein.

For students of philosophy and students of literature.

Not open to freshmen.

Offered 1958-1959, and alternate years.

Philosophy 30—Christian Ethics.

Three hours each week. Credit: three hours the semester offered.

A systematic and critical study of Christian ethics. Distinctions between Christian and philosophical ethics; sources of Christian morality; development in history, including the social gospel movement; the Christian ethic applied to major problems of individual and social conduct.

Philosophy 31—Philosophy of Religion.

Three hours each week. Credit: three hours first semester.

An inquiry into the nature of religion, the meaning of primary religious concepts, and the relation of religious knowledge to other knowledge.

(Also listed as *Religion 31.*)

Offered 1957-1958, and alternate years.

Philosophy 33—Philosophy of Art.

Three hours each week. Credit: three hours first semester.

An analysis of the various aspects of the aesthetic experience; the forms of beauty; the differentia of the arts; the nature of creative imagination; the problem of standards of taste; the relation of the artist to the community. A rapid survey of theories of art and beauty from Plato to Croce.

Offered 1957-1958, and alternate years.

Philosophy 35—The History of American Philosophy.

Three hours each week. Credit: three hours first semester.

This course traces the development of American philosophical thought

from the colonial American to modern times. Special emphasis will be placed on social and political thought.

Offered 1958-1959, and alternate years.

Philosophy 36—Philosophy of Science.

Three hours each week. Credit: three hours second semester.

A critical examination of the fundamental assumptions, methods, concepts, problems, and philosophical implications of present-day natural science; a consideration of the limitations of scientific explanation as such, and of the relation of science to art, religion, and history.

Offered 1957-1958, and alternate years.

Philosophy 41-42—A Survey of Religious and Philosophical Thought.

Three hours each week. Credit: three hours each semester.

(See cultural-resource courses.)

Offered each year.

Philosophy Seminar.

Two hours each week. Credit: one hour each semester.

Individual and group reading and discussion of selected material—particularly from the current journals—dealing with special topics of contemporary interest.

Required of all juniors and seniors majoring in philosophy, and open to all minoring in philosophy; open to all others at the discretion of the department.

PHYSICAL EDUCATION

The work in the Department of Health and Physical Education is in two divisions, one for men and one for women. Each student is required to make eight hours credit in this department before graduation, with the limitation that one hour must be made each semester that the student is in residence.

It is recommended by the department and the college physicians that all new students have typhoid and smallpox vaccinations before they enroll.

A major in Physical Education is offered for men.

HEALTH AND PHYSICAL EDUCATION FOR MEN

ASSOCIATE PROFESSOR MAYNARD AND
ASSISTANT PROFESSORS APPENZELLER AND SHOAF

It is the aim of this department to develop the organic systems of the individual and maintain a state of development that will assure maximum efficiency at all times; to create interest in and a favorable attitude toward physical activity of the recreational type; to develop sufficient skill in a number of activities that the individual may use throughout life; to develop attitudes, standards, and ideals so that the individual may be of service to society and get the greatest satisfaction out of life.

The program of the Department of Physical Education consists of four divisions:

(a) The intercollegiate sports, which are football, basketball, track, tennis and golf.

(b) The intramural program, which is made up of the following activities: tag football, basketball, softball, tennis, volleyball, badminton, horseshoes, golf pitch, track, and ping-pong.

(c) The required program, which consists of instruction in hygiene and the activities connected with physical education and practice in these fields. All students are required to provide themselves with gym shoes and a gym uniform.

(d) The academic courses which lead to a major in Physical Education, or a minor; enabling young men to prepare themselves for high school coaching positions or similar work in athletics at industrial plants or Y.M.C.A.'s.

Each student is given a thorough physical examination and is placed in those activities which are in keeping with his physical condition.

It is recommended that all students interested in completing a major or a minor in Physical Education confer with the Physical Education Department for details on the correct courses to take.

Physical Education 17-18M—A Service Course for Freshmen.

Three hours each week. Credit: one hour each semester.

This course offers fundamental skills in individual and team sports according to the sport in season.

Required of all freshmen.

Physical Education 23-24M—A Service Course for Sophomores.

Three hours each week. Credit: one hour each semester.

Fundamental and advanced skills in team sports and individual sports throughout the year.

Required of all sophomores.

Physical Education 39-40M—A Service Course for Juniors.

Three hours each week. Credit: one hour each semester.

Required of all juniors.

Physical Education 43-44M—A Service Course for Seniors.

Three hours each week. Credit: one hour each semester.

Required of all seniors.

Physical Education 15M—Personal Hygiene.

Three hours each week. Credit: three hours first semester.

This course aims to give the student a knowledge of the systems of the body, and instill into the student the proper attitude toward the human body that will result in a more wholesome life for the individual. This course is set up to give the student majoring in physical education a basic knowledge of health and hygiene.

Physical Education 16M—Community Hygiene.

Three hours each week. Credit: three hours second semester.

This course contains material on health as related to the whole community, such as, sanitation of the water supply, occupational and environment health hazards, health agencies and their work. This course is another basic health education course for the major in Health and Physical Education. A standard Red Cross course is included.

Physical Education 25M—Principles of Health and Physical Education.

Three hours each week. Credit: three hours first semester.

This course contains the need and purpose of health education, the healthful school, aspects of school health service, school and community co-operation for health, the curriculum in health education and foundations of method in health. The student is given a thorough knowledge of the background of physical education showing the way in which physical education is organized on various other fields of study,

Physical Education 37M—Methods, Materials and Practice in Soccer, Speedball, Swimming, Volly Ball, and Badminton.

Two hours each week. Credit: two hours first semester.

Offered to majors and minors in Health and Physical Education, beginning their sophomore year.

Offered 1954-1955, and alternate years.

Physical Education 38M—Skills, Technics and Methods in Coaching Baseball.

Two hours each week. Credit: two hours second semester.

Offered to majors and minors in Health and Physical Education, beginning their sophomore year.

Physical Education 35M—Individual and Corrective Physical Education.

Three lectures and two hours of laboratory each week.

Credit: four hours first semester.

In this course, the student is made familiar with various methods of treating athletic injuries as well as several programs of corrective exercises for public schools and colleges.

Open only to Juniors and Seniors majoring in Physical Education.

Physical Education 36M—Evaluation and Measurements in Health and Physical Education.

Three hours each week. Credit: three hours second semester.

This course contains numerous tests that measure various phases of a health and physical education program. The course will disclose tests of strength, cardiovascular conditions, nutritional appraisal, sports' ability, motor ability, posture appraisal, sports' knowledge, and other areas.

Offered 1956-1957, and alternate years.

Open only to Juniors and Seniors majoring in Physical Education.

Physical Education 47M—Anatomy (Human).

Three hours each week. Credit: three hours first semester.

This course offers a study of the bones, the muscles, the nerves, and the various organs of the human body according to structure.

Offered 1955-1956, and alternate years.

Open only to Juniors and Seniors majoring in Physical Education.

Physical Education 48M—Physiology.

Three hours each week. Credit: three hours second semester.

This course offers a study of the various systems of the body from a functional standpoint.

Offered 1955-1956, and alternate years.

Open only to Juniors and Seniors majoring in Physical Education.

**HEALTH AND PHYSICAL EDUCATION
FOR WOMEN**

ASSISTANT PROFESSOR FORTENBERRY

It is the purpose of the department of physical education for women to provide activity for all women students, to offer instruction in activities suitable for use in leisure time, to select activity through which may be developed improvement in neuro-muscular co-ordination, to encourage activity which provides for maximum organic efficiency, and to promote attitudes of individual and group co-operation.

The student is given a medical examination each year and activities are adjusted to the individual on the basis of results of this examination.

All students are required to provide themselves with tennis shoes and two regulation gym suits. These may be purchased in the fall at Guilford College.

Extra-curricular activities in this field are initiated, planned and executed by the cabinet of the Woman's Athletic Association in co-operation with this department.

**Physical Education 11-12W—A Service Course
for Freshmen.**

Three hours each week. Credit: one hour each semester.

The student is introduced to a varied program of activity including individual sports, team sports, rhythms, stunts, gymnastics, and self-testing activities.

Required of all freshmen.

**Physical Education 21-22W—A Service Course
for Sophomores.**

Three hours each week. Credit: one hour each semester.

The student may elect from the activities introduced in the Freshman Service Course, the activity in which she would like additional instruction and participation.

Required of all sophomores.

Prerequisite: Physical Education 11-12.

Physical Education 31-32W—A Service Course for Juniors.

Three hours each week. Credit: one hour each semester.

The student may elect from the activities introduced in the Freshman Service Course, the activity in which she would like additional instruction and participation. Not more than two semesters of any one activity may be presented for credit.

Required of all juniors.

Prerequisite: Physical Education 11-12.

Physical Education 41-42W—A Service Course for Seniors.

Three hours each week. Credit: one hour each semester.

The student may elect an activity in which she would like additional instruction and participation. Not more than two semesters of any one activity may be presented for credit.

Required of all seniors.

Prerequisite: Physical Education 11-12.

Physical Education 19-20W—Individual Physical Education.

Three hours each week. Credit: one hour each semester.

This course, for students so advised by the college physician, is taken in place of regular physical education classwork. Activity is determined on the basis of individual need.

Required of all students advised by the college physician to substitute limited activity for regular physical education.

Physical Education 13W—Personal Hygiene.

One hour each week. Credit: one hour first semester.

A course designed to place before the student functional information on health which will enable her to determine well-balanced standards of living with concern for herself, the immediate group in which she lives, and her community.

Required of all freshmen.

Physical Education 36W—Leadership in Recreation.

Two hours each week. Credit: two hours second semester.

Attitudes and skills for leadership; procedures and practice in conducting group recreation; survey of materials available. An elective course open to all students who have interest in developing skills for recreational leadership.

Offered 1955-1956, and alternate years.

Physical Education 45W—Practices and Procedures for Health in Elementary Schools.

Two hours each week. Credit: two hours first semester.

A study of concepts of health; qualifications of health education leaders; age level characteristics; scope of health education; school environment; health service in the school; related health agencies; health instruction; testing outcomes in health education. Required by the State Department of Public Instruction for certification as an elementary school teacher.

Offered 1954-1955, and alternate years.

Physical Education 46W—Practices and Procedures for Physical Education in Elementary Schools.

Two hours each week. Credit: two hours second semester.

An application of the principles of physical education in the elementary school; introduction to and practice of teaching techniques; practice in administering the state course of study for physical education in elementary schools; activities suitable to minimum space and equipment. Required by the State Department of Public Instruction for certification as an elementary school teacher.

Offered 1954-1955, and alternate years.

PHYSICS

PROFESSOR PURDOM

The courses in Physics are designed so as to present to the student an important division of knowledge and an opportunity to participate actively in experimental investigations.

The Department has arranged the courses so that a student may prepare for a career in the fields of applied engineering physics; for further study at a graduate level; and for specialization in the field of science teaching.

The study of mathematics is strongly urged as a related subject, as the methods of the calculus are used in all of the advanced courses. It is recommended that students who intend to major in Physics take *Chemistry* 11-12 in their freshman year and *Chemistry* 21-22 and 31 during their college course.

Physics 11-12—General Physics.

Three lectures and four hours of laboratory each week.

Credit: four hours each semester.

This course presents the basis phenomena of physics for students of chemistry, biology, physics and engineering science. Strong emphasis is placed on quantitative concepts in the various subdivisions of mechanics, heat, electricity and light, and laboratory exercises are provided to measure many of these.

Prerequisite: Mathematics 14 or 15.

Physics 11-12 is a prerequisite for all advanced courses in the Physics Department.

Physics 21—Physical Optics.

Lectures and laboratory exercises each week.

Credit: three hours first semester.

A theoretical and laboratory study of the optical phenomena associated with the propagation of electromagnetic waves; velocity, refraction, reflection, diffraction and its associated gratings, interference and polarization. Elementary studies in the field of spectroscopy.

Offered 1957-1958, and alternate years.

Physics 22—Mechanics.

Three lectures each week. Credit: three hours second semester.

Analytical mechanics, treating the statics, kinematics and dynamics of particles and rigid bodies. Various problems in the use of calculus and vector methods in mechanical systems.

Offered 1957-1958, and alternate years.

Physics 31-32—Electricity and Magnetism.

Lectures and laboratory exercises each week.

Credit: three hours each semester.

Lectures and experiments concerning precise electrical measurements, potential, capacitance, thermoelectricity, magnetic fields, inductance, and alternating current circuits. Elementary electronics, such as study and application of vacuum tubes and a number of circuits employing them.

Offered 1958-1959, and alternate years.

Physics 41-42—Atomic Physics.

Three lectures each week. Credit: three hours each semester.

An introduction to the modern theory of the structure of matter and the nature of radiant energy based upon experimental investigations in the fields of discharge through gases, radioactivity, photoelectricity, X-ray, thermionic emission, particle accelerators and nucleonics.

Physics 49—Physics Seminar.

Credit to be determined by the nature and quantity of study completed.

Intended only for those students majoring in Physics.

PSYCHOLOGY

PROFESSOR MILNER AND

ASSISTANT PROFESSOR COMER

The purpose of the work in psychology is to guide the student into an understanding of the fundamental characteristics of human behavior, to help the student apply the knowledge of these laws of behavior in solving problems of personal adjustment to the environment in which he lives, to meet the ever-increasing demand for leaders who have psychological training, and to interpret education in terms of integrated personalities.

Psychology 21—General Psychology.

Three lectures and two hours of laboratory each week.

Credit: three hours first semester.

(See cultural-resource courses.)

Prerequisite for all other psychology courses.

Psychology 22—Child Psychology.

Three hours each week. Credit: three hours second semester.

This course is a study of the development of the child in a modern democratic culture. It will show the constant interplay between maturation and acculturation as they affect the growing child. The mental growth characteristics of the child's first fourteen years are carefully analyzed. Age norms are established for orientation and interpretive purposes. The main emphasis, however, is upon the guidance of each individual child so that he may become a well integrated personality.

Psychology 23—General Experimental Psychology.

One lecture and four hours of laboratory each week during the year. Credit: three hours first semester.

A laboratory course applying experimental method to psychological problems. A study of the principles of quantitative thinking and of considerations basic to psychological measurement, experimental design, and analysis of data. Training in the design, execution, and interpretation of experiments. Such topics as psychophysics, perception, motivation, frustration, conflict, transfer, learning, and memory are included.

Psychology 31—Personnel Psychology.

Three hours each week. Credit: three hours first semester.

This course is an application of psychological principles to vocational guidance, vocational selection, and personnel work. Special training will be given in the techniques of individual analysis—the interview, methods of formulating case histories, testing (group and individual, instrumental and paper and pencil, aptitude and achievement)—and in job and occupational analysis and classification.

Offered 1957-1958, and alternate years.

Psychology 32—Educational Psychology.

Three hours each week. Credit: three hours second semester.

The purpose of this course is to acquaint the student with the more important findings of experimental psychology, particularly as related to the learning process. Original tendencies, impulses, mental characteristics, laws of learning, transference of training, individual differences, exceptional children, such psychological problems as concern the teacher will receive attention.

Prerequisite: Psychology 22.

Psychology 41—Psychology of Personality.

Three hours each week. Credit: three hours first semester.

A study of the factors underlying the development and integration of personality. The course emphasizes the importance of motivation, learning, and re-education.

Offered 1958-1959, and alternate years.

Psychology 42—Abnormal Psychology.

Three hours each week. Credit: three hours second semester.

A study of the abnormalities of human behavior and of the causes and conditions of their development. Special consideration will be given to principles of prevention of maladjustment.

Offered 1957-1958, and alternate years.

Psychology 43—Psychological Testing.

Three hours each week. Credit: three hours first semester.

A study of the techniques of the administration, the interpretation, and the application of individual tests. Students are given enough practice in testing individuals to gain proficiency.

Offered 1957-1958, and alternate years.

Psychology 45—Current Psychologies: Psycho-analytical, Gestalt, and Field-Theoretical.

Three hours each week. Credit: three hours first semester.

Following a rapid survey of the history of psychology, this course considers the fundamental principles and methodologies of (1) psycho-analytical psychology as systemized by Freud, (2) Gestalt psychology as represented by Koehler, and (3) field-theoretical psychology as developed by Lewin.

Offered 1958-1959, and alternate years.

Psychology 46—Social Psychology.

Three hours each week. Credit: three hours second semester.

This course deals with the various psychological factors which operate to determine the behavior of individuals and groups in social relationships; and dynamics of leadership, social conflict, social maladjustment, education, race and other minority-group relations.

Offered 1958-1959, and alternate years.

Psychology—Seminar.

Two hours each week. Credit: one hour each semester.

The seminar in psychology is planned to increase the knowledge of psychological concepts, to present studies in the field, and to unify the work of the department. Students will present special areas of investigation; some will give oral reports, others carefully prepared papers. It is hoped to produce by this procedure special insight and understanding of their major field.

Required of all juniors and seniors majoring in psychology.

RELIGION

PROFESSOR CROWNFIELD,

ASSOCIATE PROFESSORS KENT AND MOORE

The Department of Religion offers courses to those who are interested in Bible study and religious values for their own development as well as to those who wish to prepare for specific service in religious education and in the ministry. A few courses are arranged especially for those who expect to engage in the ministry among Friends or who are otherwise interested in the history and work of Friends. Special programs are available for young women planning to become church secretaries or directors of religious education.

A major in religion must include *Religion* 35-36 and at least six hours chosen from *Religion* 11, 12, 21, 22; six hours from *Religion* 37-38, 43-44; six hours from *Religion* 33-34, 47-48; also *Religion* 26 and 31.

Students majoring in religion are expected to participate in the Religion Seminar and to pass in their senior year a comprehensive examination covering the various aspects of religious study, including knowledge of the Bible, religious history and the fundamental principles of religious thought and practice.

To members of the Society of Friends who wish to be better prepared to assume the ordinary responsibilities of members of the Society it is suggested that they take a minor in Religion, to consist of the following courses: 15, 37-38, 26, 47-48, in addition to the required survey course.

Those who wish to teach religion in the public schools will meet the public school requirements by taking six hours of Old Testament, six hours of New Testament, and nine hours of electives, in addition to the education courses required for teaching.

Religion 11—Old Testament: The Prophets.

Three hours each week. Credit: three hours first semester.

A study of the prophets and their message in relation to their times, with a consideration of their permanent significance.

Religion 12—Life and Teachings of Jesus.

Three hours each week. Credit: three hours second semester.

The historical problems involved in the study of the life and teachings of Jesus are considered, but the main emphasis will be on the content of the teaching.

Religion 15—History and Principles of the Society of Friends.

Three hours each week. Credit: three hours first semester.

The impulse which produced the Society of Friends, and how it spread and found expression under various conditions.

Religion 21—New Testament: Epistles and Johannine Writings.

Three hours each week. Credit: three hours first semester.

The epistles of Paul, other epistles, and the writings bearing the name of John are considered in relation to their environment and as to their permanent significance.

Offered 1958-1959, and alternate years.

Religion 22—Old Testament: Law, History and Writings.

Three hours each week. Credit: three hours second semester.

This course is a study of the three important sections of Biblical literature usually designated as Law, History and Writings, as contrasted with the main stream of prophets.

Offered 1957-1958, and alternate years.

Religion 26—Worship.

Three hours each week. Credit: three hours second semester.

The nature and function of worship, both public and private, including the reading of a number of the classics of devotional literature.

Religion 31—Philosophy of Religion.

Three hours each week. Credit: three hours first semester.

An inquiry into the nature of religion, the meaning of primary religious concepts, and the relation of religious knowledge to other knowledge.

At least three hours work in Religion and three hours in Philosophy are presupposed.

Religion 33-34—Principles and Practices in Christian Education.

Three hours each week. Credit: three hours each semester.

This study analyzes the concepts of education which are religious in character and specifically Christian. Its purpose is to clarify the ideas on which Christian education is based and to study the forms and methods by which Christian faith is kindled.

Either semester may be taken without the other.

Offered 1957-1958, and alternate years.

Religion 35-36—The Development of Religion in the Bible.

Three hours each week. Credit: three hours each semester.

(See Survey Courses)

Religion 37-38—History of Christianity.

Three hours each week. Credit: three hours each semester.

A survey of the history of Christian thought and institutions from the beginnings to the present day.

Either semester may be taken without the other.

Offered 1957-1958, and alternate years.

Religion 43-44—History of Religions.

Three hours each week. Credit: three hours each semester.

The chief religions of the world, ancient and modern, are studied with reference to the development of their concepts of the essential nature and proper expression of what constitutes religion.

Either semester may be taken without the other.

Offered 1958-1959, and alternate years.

Religion 47-48—Religion in the Contemporary World.

Three hours each week. Credit: three hours each semester.

A consideration of the intellectual, personal and social problems involved in being religious today. It will include in the first semester such questions as the existence and nature of God and his relation to man and to the world. In the second semester such topics as peace, labor, marriage, and the ecumenical movement will be discussed in the light of Christian principles.

Either semester may be taken without the other.

Offered 1957-1958, and alternate years.

Religion Seminar.

Two hours each week. Credit: one hour each semester.

The religion seminar is intended to broaden and deepen the student's understanding of the meaning of religion. The work in the first semester each year is designed to meet the needs of beginning students and deals

with the lives of religious leaders past and present. The second semester is planned for upperclassmen and deals with important trends in current religious thought.

Religion majors are required to participate twice in the first semester program and twice in the second.

SECRETARIAL COURSES

ASSISTANT PROFESSOR MOORE

This group of courses is designed to meet the needs of two groups of students: (1) students who plan to do office work before completing a college course; (2) students who desire practical training for office work along with their college course.

Business 11-12—Typewriting (Elementary).

Three hours each week. Credit: two hours each semester.

The full course must be completed before credit will be allowed.

Business 13-14—Shorthand Theory (Gregg Functional Method).

Five hours each week. Credit: three hours each semester.

The full course must be completed before credit will be allowed.

Prerequisites: Business 11-12 or equivalent should precede or be taken concurrently.

Business 15-16—Advanced Typing (Production Work).

Three hours each week. Credit: two hours each semester.

Prerequisite: Business 11-12 or equivalent.

Business 18—Secretarial Accounting.

Four hours each week. Credit: two hours second semester.

Business 21-22—Advanced Shorthand and Typewriting—Transcription.

Five hours each week. Credit: three hours each semester.

Development of transcription skill with emphasis on mailable transcripts.

Prerequisites: Business 11-12 and 13-14.

The secretarial courses will be integrated with, and supplemented by, courses given at the Greensboro Division of Guilford College.

SOCIOLOGY

PROFESSORS DINKEL AND MILNER

VISITING PROFESSOR LOVEJOY

ASSOCIATE PROFESSOR STAFFORD

Students who plan to take graduate work in law, religion, politics, social research, professional social work, etc., are especially invited to major in this field. Those who do not plan graduate work but are interested in increasing their understanding of human relations, social organization and problems are also welcomed. Persons contemplating relief or rehabilitation work should find an undergraduate major in this field helpful.

Considerable flexibility in working out programs to meet individual needs is possible. Each student plans his total program in personal conferences with his advisers.

Courses—unless otherwise indicated—are open to nonmajors. The department is anxious to be as helpful as possible to students majoring in related fields and any students who may elect these courses to broaden their cultural horizon.

The Sociology Department aims to help students explore the best materials available at present on social interaction, group relationships, and cultural dynamics. The importance of recently developed reliable techniques of research and analysis is recognized and emphasized, but there is also clear recognition of the present limitations of knowledge in the social studies.

The department feels that a frank admission that its teaching staff is striving to further the use of scientific knowledge in the service of humanitarian and Christian values and those of the Society of Friends does not conflict with efforts to be objective and "scientific."

Sociology 20—The Social Sciences—Introductory.

Three hours each week. Credit: three hours.

This course considers the development of a scientific approach to the study of society, the culture concept, basic western institutions, problems of socialization and personality adjustment, and social responsibility. It includes units on the social testimonies of the Society of Friends and on efforts at relief and rehabilitation—national and international.

Sociology 21—Principles of Sociology.

Three hours each week. Credit: three hours first semester.

This course is designed to acquaint the student with the processes of society, to give him some insight into the meaning of groups, community, culture, personality, types of social organization, processes of social interaction, phases of social control, and social change.

Sociology 22—Social Problems.

Three hours each week. Credit: three hours second semester.

This course embodies a study of some of the major social problems of contemporary society: family disorganization, transiency, the social problems of industry, housing, special rural and urban problems, poverty, personal disorganization, racial and ethnic conflict, and international disorganization.

Sociology 23—Rural Sociology.

Three hours each week. Credit: three hours first semester.

A study of rural sociology in contemporary America, emphasizing case studies of rural communities where creative community organization—especially under the leadership of religious groups—is at work.

Offered upon sufficient demand.

Sociology 24—Marriage and the Family.

Three hours each week. Credit: three hours second semester.

A study of practical problems of marriage, parenthood, and the family in our contemporary society.

Sociology 27—Urban Sociology.

Three hours each week. Credit: three hours first semester.

This course emphasizes the study of human ecology in metropolitan districts and larger cities.

Offered upon sufficient demand.

Sociology 31—Anthropology (Paleontology, Archaeology, and Prehistory).

Three hours each week. Credit: three hours first semester.

A study of social origins and the earliest stages of growth of important human institutions, invention, diffusion of culture traits, etc.

Offered 1956-1957, and alternate years.

Sociology 32—Cultural Anthropology.

Three hours each week. Credit: three hours second semester.

A comparative study of cultures with emphasis on socialization and personality formation and social organization at various levels—especially modern primitive. Social institutions are compared, with effort at understanding, critical evaluation, and appreciation of other ethnic groups, their cultures, and their problems. Study is made of the application of anthropological methods to subdivisions of modern western society.

Offered 1956-1957, and alternate years.

Sociology 33—Southern Regions.

Three hours each week. Credit: three hours first semester.

An investigation of the southern regional culture and its relation to the culture of the United States. A study is made of the physical and

human resources in these regions and of developments pointing toward a greater realization of inherent capacities of the southern regions. Changing rural-urban patterns will be considered.

Offered 1957-1958, and alternate years.

Sociology 34—Crime and Delinquency.

Three hours each week. Credit: three hours second semester.

A study of the nature and causes of delinquency and crime; an analysis of the theory and methods of treatment.

Offered 1957-1958, and alternate years.

Sociology 35—Forms of Social and Relief Work (History and Analysis).

Three hours each week. Credit: three hours first semester.

This is a non-professional course, though it is hoped that it may interest some students in social or relief work as a profession. A developmental history and description of public and private social service agencies, of case work, group work, community organization, emergency and disaster relief.

Offered 1956-1957, and alternate years.

Sociology 36—Racial and Ethnic Relations.

Three hours each week. Credit: three hours second semester.

A review of attempts to study racial and ethnic differences, attitudes, and relations. A study of the present status of racial and ethnic groups in the Americas.

Offered 1957-1958, and alternate years.

Sociology 39—Introduction to Social Research Methods.

Three hours each week. Credit: three hours first semester.

A historical study of social surveys and of modern survey methods; the general use of methods of scientific social research—the schedule, questionnaire, case study method, ecological techniques, culture group and community studies, study of social institutions, elementary scaling, graphs, and statistical techniques.

Offered 1957-1958, and alternate years.

Sociology 41-42—Research or Field Work in Sociology.

Credit to be determined.

A problem in social investigation under the direction of the instructor or properly supervised and reported experiences in human relations; tension reduction efforts, small group or community organization projects, institutional service or work camp experiences.

Prerequisite: Sociology 39 and/or special permission.

Sociology 43—Educational Sociology.

Three hours each week. Credit: three hours first semester.

The function and operation of various institutions and agencies of intergroup relationship operating within a community. The role of the school will be stressed. Considerable attention will be given to the methods and materials of intergroup education as techniques for building "bridges of understanding" between differing groups of people.

Prerequisite: Three hours in sociology or permission of the department. Offered 1956-1957.

Sociology 44—Educational Sociology.

Three hours each week. Credit: three hours second semester.

A continuation of Sociology 43, with major emphasis given to action techniques.

Prerequisite: Three hours in sociology or permission of the department. Offered 1956-1957.

Sociology 46—Sociology of Religion.

Three hours each week. Credit: three hours second semester.

Studies of the interaction of religious experience with sociocultural and institutional phenomena. Developments within the framework of Western Christian civilization are emphasized, but some attention is given to the larger non-Christian institutions and traditions and to primitive or preliterate religions.

Offered 1956-1957, and alternate years.

Sociology Seminar.

Two hours each week. Credit: one hour each semester.

An effort to supplement formal courses with current material from sociological and social casework journals. Reports, discussions, occasional visiting lecturers. Major topics to be selected according to the needs and interests of the group.

THE SOCIAL ENVIRONMENT

Underlying the whole Guilford College program is the conviction that education is not a mere process of accumulating a specified number of credit hours, often representing an assortment of unrelated courses, and exchanging them for a diploma. Education is a process of growth; it can be neither streamlined nor mass-produced. Education implies the "drawing-out" of all the latent capacities, physical, moral, and spiritual as well as intellectual, that lie within each individual.

This drawing-out of each individual's capacities by teaching him to think clearly and express himself adequately, by introducing him to the cultural and spiritual heritage of the past, and by orienting him in the world of the present, constitutes the goal toward which Guilford undertakes to direct the whole college experience of the student.

Naturally, the chief part of this experience is formal classroom instruction organized in terms of courses, for the unbroken pattern of human knowledge must often be divided artificially into segments for the purpose of intensive study. Guilford seeks to place the emphasis, however, not upon the courses themselves but upon the larger educational objectives toward which the courses are directed. This crucial change of emphasis tends to break down the old distinctions between learning in class and learning outside and makes it possible for all parts of the college program to contribute to the student's educational experience. Chapel programs, the Friday evening lecture series, visits by special outside speakers, and the resources of films, records and radio are utilized to enrich the total educational program. Able students are encouraged to undertake various forms of independent study, which are discussed in greater detail below. Further enrichment of the total educational program comes through the various organized student activities, which are also described below.

ATHLETIC ASSOCIATIONS

The athletic associations are organized for the purpose of fostering and encouraging the athletic interests at the college and of assisting in the work of the department of physical education.

The Athletic Association for Men

All intercollegiate athletics are under the general supervision of the Physical Education Director for Men and the Faculty Committee on Athletics, in co-operation with the Athletic Association for Men.

The Athletic Council is composed of the Faculty Committee on Athletics, the Physical Education Director for Men, officers of the Athletic Association and the managers of the teams. This council elects the managers of the teams, decides all important questions relating to athletics, and makes the financial appropriations for athletic purposes.

The Alumni Committee on Athletics acts in an advisory capacity to the Athletic Association.

Important Regulations

Athletic contests are promoted for the benefit of regularly enrolled students only, and only such students are permitted to represent the college in any athletic contest.

No student shall participate in any athletic contest who has not made an average grade of "C" in at least nine hours of the work of the semester previous to that in which the contest occurs.

No student who registers after October first shall play on any college team during the first semester; nor shall any student who registers after February 10th of any year become a member of a team during the second semester.

All schedules of games must be submitted to the Faculty Committee on Athletics for approval before final arrangements are made.

Women's Athletic Association

The purpose of this association is to provide an optional program of activities offering recreational participation in the activities in which fundamental skill has been acquired in physical education classes.

In co-operation with the Department of Health and Physical Education for Women, the Women's Athletic Association conducts extra-curricular sports on an intramural basis throughout the year. Tournaments are organized on an inter-class basis in both team and individual sports. Extramural competition is afforded by occasional playdays and sports days. May Day and some social events are added projects of this group. Co-recreational tournaments in tennis and badminton are also sponsored by them.

Every girl in school is eligible for membership in the Association. Awards are made on a plan whereby the standards for them are attainable by any student. The cabinet consists of the following elected officers: President, Vice-President, Secretary-Treasurer, sports managers, equipment manager, dance manager, May Day chairman, publicity manager, cheerleader manager, and social chairman. These officers are elected in the annual spring elections held for all student offices.

MUSICAL ORGANIZATIONS

Guilford College Community Choral Society

The Choral Society is an organization of about 75 voices conducted by a member of the faculty and open to all students and members of the college community who may be interested in music. Ability to read a part and a fair quality of voice are required for entrance.

Experience in reading music and learning to interpret it according to the instructions of the conductor are the greatest values received. A concert is given annually.

The Fine Arts Club

Students who take applied musical subjects—piano, voice, violin, and organ—form the nucleus for this club. Other students interested in public performance are invited to join. The club holds bi-weekly meetings with programs given by the members, and students are criticized at the following lesson periods. Social occasions and open-house teas are held at seasonal times. Faculty sponsors meet with the club and help carry out the programs.

A Cappella Choir

This choir, which, as the name suggests, sings without accompaniment, is made up of the best voices of the college. Definite musical training is required before any member is permitted to sing in concert with the choir. In order to receive this training, inexperienced members are advised to take an introductory course in music. The choir made its initial appearance at Commencement, 1929. This was the first appearance of an organization of this kind in any southern institution.

In the many appearances which the choir has made there have been enthusiastic comments on the quality of tone, the harmony, and more especially on the sense of aesthetic values in the spiritual realm, which its members have been trained to experience and to communicate to others. It offers unusual opportunities for excellent training in the finest type of music, the sacred song, and also provides a splendid fellowship and an opportunity to carry a real message to the people of our country.

THE HONOR BOARD

The Honor Board, composed of student representatives chosen by the student governments and its two faculty advisers, is charged with the administration of the honor system as it applies to academic work.

THE DRAMATIC COUNCIL

The Dramatic Council is an executive board composed of faculty and student members who are interested in play production. It is organized to take charge of the presentation of plays given annually by the students of the college. It has property rooms in Memorial Hall in which are stored the permanent equipment of the council. Points are awarded for satisfactory acting or assistance behind the scenes in the presentation of a play, and students become candidates for election to membership by acquiring eight points.

SCHOLARSHIP SOCIETY

The Guilford Scholarship Society was organized in 1937 (the centennial year of the College), and is for the expressed purpose of encouraging and recognizing high academic achievement. A student is elected to membership after his fifth semester provided he has established a quality average of 2.50.

THE STUDENT PUBLICATIONS

The *Guilfordian*, newspaper, published at intervals of one or two weeks, and *The Quaker*, the student yearbook, are edited and published by student staffs under the direction and sponsorship of faculty members designated by the administration. There is a separate staff for each publication. The various editors and managers of the two organizations are selected annually in the student elections by vote of the student body, but participation in some capacity is open to all students interested in the work of the publications.

STUDENT GOVERNMENT ASSOCIATIONS

The Men's Student Government and the Women's Student Government co-operate with the administration in all matters connected with student life both social and academic. The students elect their own representatives to the governing councils of these Associations.

THE STUDENT CHRISTIAN ASSOCIATION

The Young Men's and Young Women's Christian Associations of Guilford College were organized in 1889. In more recent years the two have been combined into one organization called the Student Christian Association, which is an accredited member of the National Student Christian Associations. During recent years Guilford students have served as president and chairman respectively of the North Carolina Student Christian Association and the Southern Region student Y.M.C.A. Continuing in the tradition of the earlier organizations, the Student Christian Association, with its faculty advisers, plans many of the religious and social activities of the campus. The Student Christian Association names a student member of the Committee on Convocations and participates in planning chapel programs.

Committees are appointed by the Student Christian Association to meet and welcome new students on their arrival at Guilford College and to give them every possible assistance in their orientation. The purpose of the Student Christian Association is to permeate with Christian influence every phase of college activity.

STUDENT AFFAIRS BOARD

The Student Affairs Board, made up of one representative from each student organization on the campus and a committee from the faculty, has the general oversight of the student activities of the college.

Limitation of Activities

In order to set a standard for the participation of students in various campus activities, each activity is given a point rating. These are shown in the table which follows:

Athletic Council—Men's

	Points
President	1
Secretary	1

Athletic Council—Women's

President	2
Vice-President	2
Secretary-Treasurer	2
Member	1

*Athletic Teams—Men's
Cross Country, Tennis, Track,
Golf*

Manager	2
Varsity squad	2

Baseball, Basketball, Football

Manager	3
Assistant Manager	2
Varsity squad	3
Junior varsity squad	1

Athletic Teams—Women's

Varsity squad	1
Second team	1

Cheerleaders

Head cheerleader	1
Member	1

Band

President	2
Member except President	1

Choir

President	2
Business Manager	2
Librarian	1
Member, if not registered for credit	3

Classes

President of any class	2
Chairman of Program Committee	2
Chairman of Social Committee	2

College Marshal

Member	1
--------------	---

Dramatics

Actor	2
President of Dramatic Council ..	2
Stage Manager	2
Member of Dramatic Council ..	1

Committee on Convocations

	Points
Member	1

Guilfordian

Editor-in-chief	4
Managing Editor	4
Business Manager	4
Associate Editor	2
Regular reporters	2
Minor staff members	1

Honor Board

Member	1
--------------	---

International Relations Club

President	2
Vice-President	1
Secretary	1
Treasurer	1

Quaker

Editor-in-chief	4
Managing Editor	3
Photograph Manager	3
Business Manager	2
Advertising Manager	2
Minor staff member	1

*Representatives to Student
Assembly*

Member	1
--------------	---

Social Committee

Chairman	3
Member except chairman	2

Student Affairs Board

President	3
Secretary	2
Member except President or Secretary	1

Student Christian Association

President	3
Cabinet member except President	1

Student Council—Men's

President	3
Member except President	1

Student Council—Women's

President	4
House President	3
Secretary	2
Member except President, House President, or Secretary	1

The number of activity points which a student may carry is governed by his quality average for the preceding semester and determined by the following schedule:

<i>Quality Average of Student</i>	<i>Points Allowed</i>
3.00	13
2.75	12
2.50	11
2.25	10
2.00	9
1.75	8
1.50	7
1.25	6
1.00	5

A student passing nine hours work with an average of "C", yet not having a quality average of 1.00, may carry three points only.

No student may hold more than one four-point office.

A student participating in major student activities must be registered for thirteen hours, must have his matriculation card signed by the proper official in the Treasurer's office and must have on file at the college a transcript of his record from the last school he attended. In addition, a student who has been previously enrolled in college must have an average grade of "C" in at least nine hours of college work during the preceding semester. If the student has been out of college for a time, the rule applies to the last semester he was in college. In case a student attends summer school as well as the regular session, his eligibility is determined by his combined average for the preceding semester and summer school. Such a student must have passed with an average grade of "C" three-fifths of the hours for which he was registered during the preceding semester and summer school.

A student who enrolls after October 1st will not be permitted to participate in major student activities during the first semester. A student who enrolls after February 10th will not be permitted to participate in major student activities during the second semester.

The foregoing regulations are on a semester basis except for the student who has been given the grade Inc. Such a student will be readmitted to student activities when the

instructor who gave the grade Inc. reports that the work has been satisfactorily completed, provided he then meets the grade requirement.

In connection with intercollegiate athletics, the rules of the North Carolina Intercollegiate Athletic Conference are to be observed in addition to the college regulations governing all extra-curricular activities.

Committees appointed to make nominations for officers of student organizations should confer with the Student Affairs Board to determine whether the proposed candidates are eligible to hold the offices.

ACADEMIC REGULATIONS

GRADING OF STUDENTS

A student's standing is determined by daily recitations, hour examinations, and final examinations. Reports are issued quarterly. At mid-year and at the end of the year the report covers the work for the whole preceding semester. The grades attained are indicated by letters, *A*, *B*, *C*, *D*, *Inc.* and *F*.

A represents exceptional, *B* represents superior, *C* represents average, *D* represents passing attainment, *F* represents failure; *Inc.* represents incomplete, and shall be construed to mean that some part of the work has not yet been completed on account of conditions beyond the student's control. An *Inc.* not made up within a year automatically becomes an *F*.

A student may not be given a re-examination in a course at the end of the semester.

ABSENCES

All students, except sophomores, juniors and seniors who are on the honor roll, are required to attend class regularly. When a student has a total of unexcused absences in one course equivalent to the number of credit hours in that course, he will be notified that one more absence will exclude him from the course and that the grade *F* will then be recorded. A student carrying less than twelve hours of academic work may not remain at the college except by special permission of the President. Students are allowed no absences, except those excused by the deans, three school days before and three school days after each vacation period. Students who are not passing nine hours with the average grade of *C*

are allowed no absences except those excused by the deans.

Unavoidable absences on account of illness will be excused by the deans. Other unavoidable absences, except those necessary to represent the college in major student activities, must be arranged for with the deans in advance.

All students are required to attend chapel twice a week unless they have been excused by the proper committee.

When a student has two unexcused absences from chapel, he will be notified that the third will exclude him from college.

When a student has three unexcused absences from physical education, he will be notified that a fourth will exclude him from college.

LATE REGISTRATION AND CHANGING CLASSIFICATION

A student will not be allowed to register for either the first or second semester, or to change registration, later than one week after the first day of classes except by permission of the Committee on Counselling.

Classes already missed because of late registration or change of registration are counted as unexcused absences.

EXTRA HOURS

Only students who have passed all their academic work and made an average of *B* during the preceding semester are allowed to petition to carry more than eighteen hours of academic work. Even very superior students are limited to a program of twenty-one hours. While enrolled at Guilford College, students may take courses by correspondence only after having obtained permission from the Dean's Office.

HONORS

Honors shall be awarded to the graduate who during his college course has attained the quality average of 2.5 and *High Honors* to the graduate who has attained the quality average of 2.7.

HONOR ROLL

A member of the freshman, sophomore, junior, or senior class who has a quality average of 2.5 during the preceding semester, will be eligible for the *Honor Roll*; however, no freshman may be admitted to the privileges of the roll until the end of the freshman year. Summer school averages are combined with those of the previous semester.

Those on the honor roll are not required to attend classes or be held responsible for daily preparations, but are required to take announced quizzes and quarterly and semester examinations.

The Personnel Directory of Guilford College includes lists of recipients of scholarships, prizes, and honors, and students on the Honor Roll.

EXCLUSION FOR FAILURE

In order to be eligible to return to college the second year a Freshman must have passed 15 hours of work during the year with an average grade of C.

In order for a Sophomore to return for the third year of college, he must have passed 24 hours with an average of C for the entire year.

In order for a Junior to return for the fourth year of college he must have passed 30 hours with an average grade of C.

REQUIREMENTS FOR GRADUATION

To obtain a bachelor's degree a student is required to complete a minimum of 128 semester hours, 120 in academic subjects, and 8 in physical education.

For each semester hour in which the student has the mark *A* he will receive 3 quality points; *B*, 2 points; *C*, 1 point; *D*, no points; *F*, no points. In order to be a candidate for a degree a student must have at least as many quality points as he has credit hours, with the exception of the eight hours of required work in physical education. The credit hours on which a student has a failing grade are counted in making averages, unless the course has been repeated and passed, or some course has been substituted for it. A student whose quality average is below 1.00 will not be allowed to enroll for the senior year without permission of the Committee on Counselling.

In his major field the student must complete not less than 24 hours. Courses passed with a grade of less than *C* will not be credited toward a major. The student must also receive credit in the required educational-tool and cultural-resource courses, and must work out with his major professor a course of study including one or two fields related to his major.

The college course is planned for four years of study; no student who has attended college less than the equivalent of three years and two summer schools will be granted a degree. The student must do a minimum of one year's study at Guilford College and must be in residence the last semester of his academic work.

In order for a student to receive his degree he must submit to the Dean of the College a written application for admission to candidacy for the degree not later than one semester prior to the expected time of receiving the degree.

Application should be made in January for the degree to be conferred at the end of the spring semester, and in May for the degree to be conferred at the end of the summer term. In making application for admission to candidacy for the degree a student must report the satisfactory completion of the Sophomore Speech, the Junior Speech, the comprehensive examination in English, and the comprehensive examination in a foreign language prior to the date of the application. A student must also have completed all core curriculum courses below the Junior level and the quality average of the student's academic work as of the date of application must be at least 1.00.

Applicants for the degree in June must settle their accounts with the College Treasurer on or before May 1st of the year in which they expect to graduate. Applicants for the degree in August must have their accounts settled by July 17th.

THE LIBRARY

With an educational program which includes much collateral and independent reading, the college obviously emphasizes its library. The collection of material, intended especially for a liberal-arts college, contains over 40,000 books and bound periodicals, besides hundreds of unbound periodicals and pamphlets. A Carnegie collection of 848 prints made from the best paintings in the world and over 125 books on art make up a part of the collection. In addition a collection of 626 records and a Magnavox record-player have been secured through the same source, and have been placed in the large music and art room on the second floor. These two collections greatly enrich and extend the cultural as well as the academic resources of the library.

In an attempt to encourage the use of the facilities of the library, the authorities have imposed very few rules. Readers have free access to the shelves, and the librarians and attendants are eager to assist students in finding material. As a result of the increased use of the building, however, thoughtful consideration of others is requested so that all who come may have a quiet place to study.

The reading rooms are large and well lighted. All books of fiction and reference are shelved in the main room, and are immediately available to the reader. The smaller reading room contains current issues of many magazines and journals and the more recent bound volumes of the leading periodicals. The fire-proof stack room is equipped with steel shelving and has twenty-one individual study desks. Seminar rooms and small study rooms also are available for students and groups engaged in special projects. A large number of books and manuscripts bearing on North Carolina history, the history of the Society of

Friends and of Guilford College are contained in the Quaker Collection Room and the adjoining vault. It is hoped that these records, probably the largest collection of Quaker material in the South will be augmented by friends who have documents of historical interest in their possession and who would like to deposit them where they will be well cared for and available for study.

SPECIAL TRAINING AND INDIVIDUAL COURSES

Guilford College attempts to emphasize individual development in a number of ways, among which the following are especially important. Each student is required in his sophomore year and again in his junior year to make a special public talk which is designed to give him practice in the comprehension, organization, and presentation of more or less complicated material. In the senior year each student presents a thesis in the preparation of which he has made some original investigation.

In a number of courses in the college curriculum detailed syllabi have been prepared which give advanced, capable students the opportunity to study independently and receive credit for work done upon the successful completion of a comprehensive written and an oral examination covering the material.

Seniors who have achieved a high record during their first three years of work are permitted and encouraged to carry on an independent course of readings and study looking toward special honors in their major department, or they may undertake an independent investigation in their field of major concentration, the results of which may be incorporated into the required senior thesis, and for which they

may be awarded as much as six hours credit. For details of the regulations covering such projects the student should consult the head of the department in which he is majoring.

SUMMER SESSION

The summer session at Guilford College is planned around certain definite objectives: (1) to afford an opportunity for capable students to complete the requirements for a bachelor's degree in less than four years; (2) to allow high school graduates to begin their college education in an atmosphere of quiet and peaceful surroundings without the usual busy period of the opening of college each fall; (3) to offer students a program of study in keeping with the changing conditions, whether local, national, or international; and (4) to give teachers the opportunity of further training in their special fields of interest.

Summer session courses are taught by the regular faculty of the college and are the same in content as courses offered in the fall and spring semesters. Courses given vary from summer to summer. The college's usual high standards of scholarship are maintained. Students may earn up to ten semester hours, in the nine weeks session.

For further information, write to: Director of the Summer Session, Guilford College, North Carolina.

ACCELERATED PROGRAM

By attending summer sessions, a student materially reduces the time it takes to finish his college course (see (1) above). Many people have completed the work in three calendar years, with some exceptional students finishing in six semesters and two summers.

GREENSBORO DIVISION OF GUILFORD COLLEGE

Early in 1953 Guilford College assumed the assets and responsibility of the operation of the program of the Greensboro Evening College.

The college credit courses of the Greensboro Division are taken from the regular curriculum of Guilford College, are taught by members of the college faculty, and the traditionally high academic standards of Guilford are maintained. These courses are therefore thoroughly accredited. Such academic facilities as the library are available for use of Greensboro Division students on the same basis as to students enrolled in day classes.

The instructional program also includes courses in standard high school work, courses in business education and in industrial management, and adult education courses both of a technical nature (designed to increase the skill and earning power of employees of Greensboro firms), and also of a purely cultural nature.

Students registered in the Greensboro Division may participate in the extra-curricular activities of the College on the same basis as students registered in Guilford College.

Special bulletins and further information may be secured from:

GRADY E. LOVE, *Director*
Greensboro Division of Guilford College
519 West Washington Street
Greensboro, North Carolina

ADMISSION

It has been agreed that Guilford College should remain a small college of five hundred and fifty degree students. Those who can live in their homes, commut-

ing to the campus each day, will be accepted into membership in the student body as long as the facilities of the College can provide for their needs.

The decision to have a college of this size is the result of the thinking of many educators that the finest life and the best scholarship are fostered in a small college. The student who is given the privilege of becoming a member of Guilford College's friendly student body assumes the obligation of loyalty both to the spirit and the letter of its regulations and traditions.

The faculty and student governments have requested that women students refrain from the use of tobacco on the college campus or in the community. Men students are requested to confine their use of tobacco to their dormitories and certain other areas listed in the handbook. The possession or use of intoxicating beverages is forbidden. Gambling is forbidden.

Whenever a student shows, by maintaining low standards of scholarship or standards of conduct that are at variance with those the college strives to maintain, that he fails to appreciate the opportunity that is his, he will be asked to withdraw from the college. In all such matters the college exercises final authority.

ADMISSION TO THE FRESHMAN CLASS

Freshman standing will be granted to a student who is believed by the Committee on Admissions to be capable of doing acceptable college work and who has completed satisfactorily a four-year course of not less than 15 units in a secondary school of approved standing or the equivalent of such a course as shown by examination. In order for an applicant to be considered by the Committee on Admissions, he should submit a formal application and have his high school record to date sent to the college.

It is recommended, though not required, that an applicant take the Scholastic Aptitude Test of the College Entrance Board Examination furnished by Educational Testing Services, Box 592, Princeton, New Jersey, or the examination furnished by Testing Services, University of North Carolina, Chapel Hill, North Carolina.

All students must reapply for admission on or before April 1st, and at the same time pay a \$20.00 deposit. This amount is refundable upon request by July 1st.

A student is advised to plan his secondary school work so that he will be adequately prepared to enter the courses he will take at Guilford College. No more than three units in vocational subjects can be accepted as part of the minimum fifteen. The following secondary school courses are suggested:

English	3-4 units
Mathematics	2-4 units
Foreign Language	2-6 units
Social Studies	1-4 units
Natural Science	1-4 units

ADMISSION TO ADVANCED STANDING

Students from other approved institutions will be admitted to such standing as seems fair to the Committee on Credentials. The applicant in every case must present a statement of honorable dismissal, a catalogue of the school attended, and an official statement and description of the work done, with a complete record of entrance credits.

SPECIAL AND IRREGULAR STUDENTS

Persons twenty-one years old or older, who are not candidates for a degree and who may not have completed a high school course, may be admitted as special students. No special students will be permitted

to register for less than twelve academic hours in any term except by consent of the president. Such an applicant may study subjects for which he is prepared.

FEES

Guilford College attempts to keep the cost of education as low as possible. This is accomplished to a great extent through income from the Endowment Funds, now approximately \$1,450,000, and donations.

In former years the college has at times furnished as much as 62 per cent of the annual cost of the student's academic training.

It is the constant purpose of the administration to give to Guilford students services of high value in relation to the cost to them. The College may find it necessary to raise the basic fees during a year to maintain the existing standards. If this becomes necessary, persons responsible for fees will be given prior written notice.

TUITION AND FEES

1957-1958

For tuition, board, room rent, registration, library, medical, gymnasium, and lecture fee for the academic year the charge is (not including student activity fees):

For men in Archdale Hall	\$800.00
For men in Cox Hall	800.00
For women in Founders Hall	800.00
Tuition and special fees	\$390.00
Board and room	410.00
For women in Kathrine Hine Shore Hall	825.00
For men in English Hall	825.00
Tuition and special fee	390.00
Board and room	435.00
For women in Mary Hobbs Hall (estimated)	710.00
Tuition and special fee	390.00
Board and room	320.00
For day students	
Tuition and special fee	390.00
For all students	
Student activities fee	22.00
Student blanket sickness and accident insurance	11.50
(Waiver basis—see note next page)	

The Student Activities Fee is assessed to cover the budget of certain student organizations in which every student may participate or from which he receives certain benefits. The budget must be adopted by at least a three-fourths vote of the entire student body. The organizations participating in the budget are the Athletic Associations for men and women, the college annual, the college newspaper, the Christian Associations, the Student Government organizations, the Dramatic Council, Social Committee, the Student Affairs Board, and the Choir.

Medical Service. The medical fee does not cover the cost of professional services where a physician is called to attend a patient nor the cost of a special nurse. The college does, however, provide a thorough physical examination for each student at the beginning of the year, the services of a trained nurse at the college, and medicine for ordinary exigencies or minor accidents. The administration furthermore undertakes to maintain sanitary and healthful conditions for the protection of the students and the faculty. Each student is required to keep his own room clean and in order.

All students, when ill, will be removed to the college infirmary in Founders Hall upon the direction of the nurse. The charge is \$3.00 per day after the first five days.

Students' Medical and Accident Expense Reimbursement Insurance. A plan of Students' Medical and Accident Expense Reimbursement Insurance is offered on a waiver basis. Under this plan, the Educators Mutual Insurance Company of Lancaster, Pennsylvania, will indemnify a student for doctors' fees, nurses' fees, hospital or infirmary confinement and other specified expenses caused by accidental bodily injury, not to exceed \$1,000 and dental treatments resulting from injury, not to exceed \$100. Benefits are effective twenty-four hours a day during the entire school period including interim vacation periods.

The premium of \$11.50 for each student will appear as an item on the first semester charges unless students or parents notify the Business Office in writing, on the day of the student's registration, that such protection is not wanted.

Special Fees

For less than full work (12 semester hours), \$12.00 per semester hour plus a \$5.00 registration fee each term.

Graduation and Academic Costume Fee	\$12.50
Late Registration Fee	\$2.00 to 10.00
Typewriting Rental Fee (per semester)	6.00
Extra credit hours (more than 18) per hour	12.00

Materials Charge for Laboratory Course:

Charges for materials and for equipment breakage will be made by the professor in charge. Excess charges will be paid by the student.

Organic and Analytical Chemistry (per semester) ..	10.00
General Chemistry (per semester)	4.00
Natural Science (per semester)	3.00
Biology (per semester)	5.00
Fee for practice teaching	35.00

Fees in Music

(All fees for one year—two semesters)

Class lessons in Voice	\$ 25.00
Class lessons in Instruments	25.00
Private lessons in voice or instruments:	
Two lessons per week	100.00
One lesson per week	60.00
Use of piano for practice:	
Six hours per week	10.00
Twelve hours per week	16.00
Use of organ for practice:	
Six hours per week	16.00
Use of orchestral instruments	10.00

PAYMENTS

Payments covering all expenses are due as follows:

Upon registration for first semester	30%
November 10	20%
Upon registration for second semester	30%
March 15	20%

Make all checks payable to Guilford College.

Veterans will be required to present at the time of registration their Certificates of Eligibility and Entitlement.

Parents or guardians should send with the student draft or cash sufficient to cover the first payment and should see that other payments are in the Business Office on or before the date designated. Statements will not be sent out for these payments unless requested.

Necessary books and supplies are sold at the College Bookstore. Each student should be prepared to procure these on a cash basis.

Since some parents may prefer to pay tuition and other school fees in equal monthly installments during the academic year we are glad to offer this convenience under The Tuition

Plan. The cost is 4% greater than when payment is made in cash at the beginning of each term.

During vacation periods no meals will be served at the college and all rooms must be vacated.

Regulations Governing Payments

Refunds and Reductions. Upon withdrawal of a student from Guilford College, refunds of tuition paid are calculated from two weeks following written notification of the Business Office of such withdrawal. Payment covering these two weeks is considered liquidating expense. Fees assessed for registration, student activities, laboratory, and other than tuition are not refundable.

In case a student is absent from the college on account of illness for ten days or more, a pro rata part of money paid for board will be refunded on presentation of a physician's statement that the student was unable to return.

Registration. Registration for the first semester must be completed before the Business Office closes at noon on Saturday following registration day, and for the second semester, before the Business Office closes at 5:00 o'clock on Monday following registration day. Before a student's registration is completed his matriculation card must be signed in the Business Office.

Late Registration. For registration after the scheduled date an extra fee of \$2.00 is required for the first day and \$1.00 for each additional day until a maximum of \$10.00 is reached.

LOAN FUNDS

There are several funds that have been set apart to be used for loans to students. Applications are made to the Student Aid Committee.

STUDENT EMPLOYMENT

Some students at Guilford College meet part of their expenses by clerical or maintenance or other work. Those who must supplement their funds in this way should write to the Student Aid Committee of the College for further information.

ROOMS

The students furnish pillows, linen, all covering for their beds, and towels.

Where a room has been equipped to accommodate two

students, the charge for one occupant will be one and one-half times the regular rent.

After arranging for rooms and board, students are not allowed to change without the consent of their dean and of the business manager.

All women students must room in the dormitories or live in their own homes.

A special fee will be charged for electrical appliances used in students' rooms.

Pets, animals, or firearms are not permitted in dormitories or on campus.

MEALS

All resident students have meals in one of the College Dining Rooms.

MARY HOBBS HALL

Mary Hobbs Hall is a co-operative dormitory for young women. Each resident performs her allotted part of the household duties and preparation and service of meals. Women in this hall may do their own laundry, washing machines being available in the building.

SCHOLARSHIPS AND SCHOLARSHIP FUNDS

The scholarships ordinarily open to students of Guilford College are listed below. The description of each scholarship includes its name, the preference (if any) to be given applicants, and the stipend. If the stipend is variable no amount is given. Balances and incomes of scholarship and endowment funds are published in the President's annual report.

Alumni Association Achievement Award: Awarded by the Association to an undergraduate\$ 50.00

Alumni Association Undergraduate Athletic Award:
Awarded by the Association to the outstanding underclass athlete each year\$ 50.00

Conway Scholarship Fund

Elwood Cox Scholarship: Open to ministerial student or missionary candidate\$ 50.00

Mary E. M. Davis Scholarship: Open to girls graduating from Guilford High School\$100.00

Eula Dixon Scholarship: Open to graduates of Sylvan (N. C.) High School\$ 50.00

A. Brown Finch Scholarship: Open to young men of promising leadership, scholarship, and athletic ability\$100.00

Franklin G. Frazier Fund: Open to Young Friends.

Melvina A. Frazier Fund: Open to Young Women Friends.

Greensboro Advisory Board Scholarships: Open to residents of Greensboro, N. C.\$100.00
Preference given to entering students.

John B. Griffin Scholarship Fund for Women.

J. R. and Retta E. Hardin Scholarship Funds: Open to Young Friends.

Haverford College offers annually scholarships to members of the graduating class or to recent graduates. Application must be made direct to the President of Haverford College on or before March 1st\$600.00

Roxie Armfield King Fund: Open to young women resident of Guilford County and North Carolina.

Nereus and Oriana Mendenhall Mathematics Scholarship Open to majors in mathematics\$100.00

William F. Overman Scholarship: Open to juniors but used in the senior year\$ 50.00

Philadelphia Fund: Open to Young Friends.

Quarterly Meeting Scholarships: Open to members of the North Carolina Yearly Meeting. There are sixteen scholarships under this fund\$100.00

Amos and Martha Ragan Family Memorial Fund.

David Troll Rees Music Scholarship: Open to majors in music\$100.00

Riverside Manufacturing Company Scholarship.

William L. Rudd Scholarship: Open to men students from Alamance and Caswell counties in North Carolina\$100.00

B. Clyde Shore Journalism Scholarship: Open to students especially interested in some form of creative writing\$100.00

Amos Stuart Fund: Open to young men of outstanding ability.

Tripp Fund: Open to Young Friends in North Carolina Yearly Meeting.

Henryanna Hackney White Fund.

J. M. Ward Fund: Open to Young Friends of Tennessee, Ohio and North Carolina who show promise of leadership in the Society of Friends.

Clara D. Willitts Fund.

Marvin Hardin Scholarship: Established by the class of 1904. Open to sophomores but used in the senior year\$ 90.00

Emily S. Howard Scholarships: Four scholarships of \$250.00 each awarded annually to worthy and able students.

Lucy Stella Schieffelin Scholarships: Three or four annual awards to students of exceptional promise.

BOARD OF TRUSTEES

ROBERT H. FRAZIER	Chairman
HERBERT C. PETTY	Vice-Chairman
DAVID J. WHITE	Secretary
HORACE S. HAWORTH	Treasurer

	<i>Term Expires</i>
ROBERT H. FRAZIER, Greensboro	1957
HORACE S. HAWORTH, High Point	1957
HUGH W. MOORE, Philadelphia, Penna.	1957
HERBERT C. PETTY, Archdale	1958
NEREUS C. ENGLISH, Thomasville	1958
LUBY R. CASEY, Goldsboro	1958
MARY M. PETTY, Greensboro	1959
WILLIAM A. WOLFF, Winston-Salem	1959
L. ELTON WARRICK, Goldsboro	1959
JOSEPH D. COX, High Point	1960
F. DUVAL CRAVEN, Greensboro	1960
DAVID J. WHITE, Greensboro	1960
EDWIN P. BROWN, Murfreesboro	1961
A. WILSON HOBBS, Chapel Hill	1961
EUNICE A. PARKER, High Point	1961

ADMINISTRATIVE AND OTHER OFFICERS

CLYDE A. MILNER, A.B., A.M., B.D., Ph.D., LL.D.	<i>President</i>
HARVEY A. LJUNG, B.S., M.S., Ph.D.	<i>Dean of the College</i>
DAVID H. PARSONS, JR., A.B., A.M.	<i>Business Manager</i>
GRADY E. LOVE, B.S., M.A., <i>Dir., Greensboro Division of Guilford College</i>	
E. DARYL KENT, A.B., B.D., Ph.D.	<i>Dean of Men</i>
HELEN CURTIS DAVIS, A.B., M.A.	<i>Dean of Women</i>
MARJORIE WILLIAMS, B.S., M.A., Ph.D. . .	<i>Director of the Student Union</i> <i>and Head Resident of Kathrine Hine Shore Hall</i>
N. ERA LASLEY, B.S.	<i>Registrar</i>
KATHARINE C. RICKS, B.S., A.B.	<i>Librarian Emeritus</i>
DOROTHY GILBERT THORNE, A.B., A.M.	<i>Custodian of the Quaker Collection</i>
CHARLES W. SEMBOWER, A.B., M.S. in Ed., M.A.	<i>Librarian</i>
CHARLES C. HENDRICKS, A.B.	<i>Director of Admissions,</i> <i>Alumni Activities, and Yearly Meeting Relations</i>
WALTER A. COBLE	<i>Superintendent of Buildings and Grounds</i>
MAUD L. GAINES	<i>Treasurer Emeritus</i>
ELIZABETH S. BERGMAN	<i>Assistant Treasurer</i>
ALMA MARTIN, M.S.	<i>Dietitian, Founders Hall</i>
VELTA FRISBERGS	<i>Housekeeper</i>
HASSIE C. JOHNSON	<i>Head Resident, Mary Hobbs Hall</i>
RUTH SIMPSON, R.N.	<i>College Nurse</i>
MARGARET E. CROWNFIELD, A.B.	<i>Secretary to the President</i>

FACULTY

- CLYDE A. MILNER, A.B., A.M., B.D., Ph.D., LL.D.
President of the College and Professor of Philosophy
- SAMUEL L. HAWORTH, Ph.B., A.M.
Professor Emeritus of Biblical Literature and Religion
- EVA GALBREATH CAMPBELL, A.B., A.M., Ph.D. . . . *Professor of Biology*
- ALGIE INNMAN NEWLIN, A.B., A.M., Dr.Sc.Pol. (Geneva)
Professor of History and Political Science
- PHILIP W. FURNAS, A.B., A.M., Ph.D. *Professor of English*
- E. GARNES PURDOM, A.B., M.S., Ph.D. *Professor of Physics*
- HARVEY ALBERT LJUNG, B.S., M.S., Ph.D.
Dean of the College and Professor of Chemistry
- FREDERIC R. CROWNFIELD, B.S., S.T.M., Ph.D.
Professor of Biblical Literature and Religion
- GORDON W. LOVEJOY, A.B., A.M., Ph.D., *Visiting Professor of Sociology*
- ROBERT M. DINKEL, A.B., A.M., Ph.D. *Professor of Sociology*
- GRADY E. LOVE, B.S., M.A.
*Director of Greensboro Division of Guilford College
 and Professor of Education*
- HERBERT T. APPENZELLER, A.B., M.A. *Director of Athletics*
- ERNESTINE COOKSON MILNER, A.B., B.S. in Ed., A.M.
Professor of Psychology
- J. CURT VICTORIUS, Dr.Pol.Econ. (Hamburg)
Professor of Economics and Business Administration
- J. WILMER PANCOAST, B.S.
Associate Professor Emeritus of Mathematics
- E. DARYL KENT, A.B., B.D., Ph.D.
Associate Professor of Biblical Literature and Religion
- KATHARINE C. RICKS, B.S., A.B. *Librarian Emeritus*
- CHARLES N. OTT, A.B., M.S., Ph.D., *Associate Professor of Chemistry*
- HAROLD M. BAILEY, A.B., M.Ed. *Associate Professor of Education*
- CARL C. BAUMBACH, B.M., M.M. *Associate Professor of Music*
- STUART T. MAYNARD, A.B., M.E.
Director of Men's Physical Education and Coach
- DAVID B. STAFFORD, A.B., A.M., Ph.D., *Associate Professor of Sociology*
- HIRAM H. HILTY, A.B., B.D. *Associate Professor of Spanish*
- CARROLL S. FEAGINS, A.B., M.A., Ph.D., *Associate Professor of Philosophy*
- J. FLOYD MOORE, A.B., B.D.
Associate Professor of Biblical Literature and Religion
- EDWARD E. TERRELL, A.B., M.S., Ph.D. . . *Associate Professor of Biology*
- CHARLES W. SEMBOWER, A.B., M.S. in Ed., M.A. *Librarian*
- MARJORIE WILLIAMS, B.S., M.A., Ph.D.
Associate Professor, Director of Student Union

EDNA L. WEIS, A.B., B.S. in Ed., M.A., *Assistant Professor of English*

*MILDRED MARLETTE, A.B., M.A.

Dean of Women and Assistant Professor of English

EDWARD F. BURROWS, A.B., M.A., Ph.D., *Assistant Professor of History*

MILDRED FARROW, B.S. in Ed., B.S. in Lib.Sc. *Assistant Librarian*

ALMA MARTIN, B.S., M.S., *Agronom (Tartu)*

Assistant Professor Home Economics and Dietitian

TREVA WILKERSON MATHIS, A.B. *Assistant Librarian*

HELEN FORTENBERRY, B.S., M.E.,

Assistant Professor of Women's Physical Education

THOMAS J. MOORE, B.A., M.A.

*Assistant Professor of Business Administration and
Secretarial Studies*

JANE WHARTON DARNELL, B.S.M., M.A., *Assistant Professor of Music*

GAY H. SPIVEY, B.E., B.S. *Assistant Librarian*

HELEN CURTIS DAVIS, A.B., M.Ed. *Acting Dean of Women,
Assistant Professor of English*

ANN FLEMING DEAGON, A.B., M.A., Ph.D.

Assistant Professor of Languages

DONALD D. DEAGON, A.B., M.A. *Assistant Professor of English*

PATRICK B. COMER, JR., A.B., M.A. . . *Assistant Professor of Psychology*

MAXINE K. LJUNG, B.M., M.A. *Instructor in Music*

LIGIA D. HUNT, B.A., M.A. *Instructor in Spanish*

MARY B. FEAGINS, A.B., M.A. *Instructor in German and French*

ROBERT E. SHOAF, A.B. *Instructor in Men's Physical Education*

JASPER G. SEABOLT, JR., A.B., *Instructor in Mathematics and Accounting*

*On leave of absence, 1957-58

INDEX

	Page
Absences, limited	84, 85
Academic regulations	84
Accelerated program	91
Achievements of college	9
Accident insurance	96
Accounting	25, 26, 70
Accrediting of college	3, 7
Administrative officers	102
Admissions	92-95
Aims of college	7-9, 14, 15, 75
Algebra	44
Alumni Day, date of	6
Anatomy, comparative	21
Human	60
Anthropology	72
Archdale Hall	11
Art, appreciation of	18, 55
collection	89
Philosophy of	56
Teaching of	29
Athletic Council	76
Athletic fields	12
Athletics, Alumni Committee	76
See also Physical Education, Sports	
Bacteriology	22
Bible, see Religion	
Biology	21, 22
Board cost	95
Bookkeeping, see Accounting	
Botany	21
Buildings of college	10-13
Business Administration	24-28
Business Education, see Secretarial Courses	
Calculus	45, 46
Calendar	6
Campus, location and description	7, 10
Chapel, attendance	85
programs	75
Chemistry	22, 23
Choir	78
Choir training	53
Choral Society	77
Christian Association	8, 80
Commercial courses, see Secretarial Courses	
Composition, English	16, 33

INDEX (Continued)

	Page
Comprehensive examinations	19, 88
English	32
history	38
Co-operative dormitory for women, see Mary Hobbs Hall	
Correspondence courses permitted	85
Costs, see Fees	
Course of study outline	20
Courses, extra	85
Fee for extra	96
Change of	85
Cox Hall	11
Cultural resource courses	14, 17, 18
Curriculum outline	20
Cuts, limited	84, 85
Day students, accepted	92
Fees for	95
Dormitories	10-13, 95
Drama, see courses English Department	
Dramatic Council	79
Economics and Business Administration	24-28
Education	28-31
Christian Education Principles	69
Music education	29-30
See also Physical Education	
Elementary education	29-31
Embryology	22
Employment, student	99
English	31-35
Enrollment, limited	8, 92
Entrance, see Admissions	
Examinations, language achievement	88
Comprehensive	19, 88
Dates of	6
Physical	58, 61, 96
Expenses, see Fees	
Extra-curricular activities	80-83
limitations	80-83
Faculty list	103, 104
Failure, Exclusion for	86
Fees	95-98
Refunds	98
Dates due	97
for seniors	88
Reductions	98
Fine Arts Clubs	78

INDEX (*Continued*)

	Page
Firearms forbidden	99
Foreign language achievement test	88
See also specific languages	
Founders Days, dates	6
Founders Hall	10
French	35, 36
Freshman courses	20
Friends, Society of, history	68
Early records of	89, 90
Gambling forbidden	93
Genetics	22
Geometry	45
German	36
Government	41, 42
Grades	84
Graduation, date of	6
Requirements for	87, 88
Fee	96
Greek	16, 36
Greensboro Division	92
Gymnasium	11
Fee for use	95
Health, services	96
See also Physical Education	
History and achievements of college	9
History	38-42
American Philosophy	56
Mathematics	46
Music	49
Religions	68
Society of Friends	71
Holidays, dates of	6
Home Economics	43
Honor Board	78
Honor roll	86
Honors work	86
Hours, extra	85
Fees for	96
Hygiene, for men	59
For women	62
Illness, absence for	84
Board during refunded	98
Inoculations	57
Instruments, musical, study of	53
Lesson and practice fees	97
Insurance, accident	96

INDEX (*Continued*)

	Page
Junior year courses	20
Speeches	93
King Hall	11
Laboratory fees	96, 97
Languages, achievement test	88
See also specific languages	
Latin	16, 37
Laundry, Mary Hobbs Hall	99
Law, Business	25
Lecture series	79
Fee	95
Library	89, 90
Fee for use	95
Liquor forbidden	93
Literature, General	18, 34
See also specific languages	
Loan funds	98
Major fields of study	18, 19
For requirements in each field, see that field	
Marks	84
Mary Hobbs Hall	99
Costs in	95
Mathematics	44-46
Medical examination	58, 61, 96
Medical fee	96
Meeting House	12
Memorial Hall	11
Music	46-54
Teaching of	29, 30
Fees for lessons and use of instruments	97
Musical organizations	77, 78
Record collection	89
Music Building	11
Natural Science	54
Fees for laboratory	95
New students, welcomed	80
Newspaper, college	79
Nurse, provided	96
Nursing preparation	19
Organ, study of	52, 53
Lesson and practice fees	97
Payments (see Fees)	97, 98

INDEX (*Continued*)

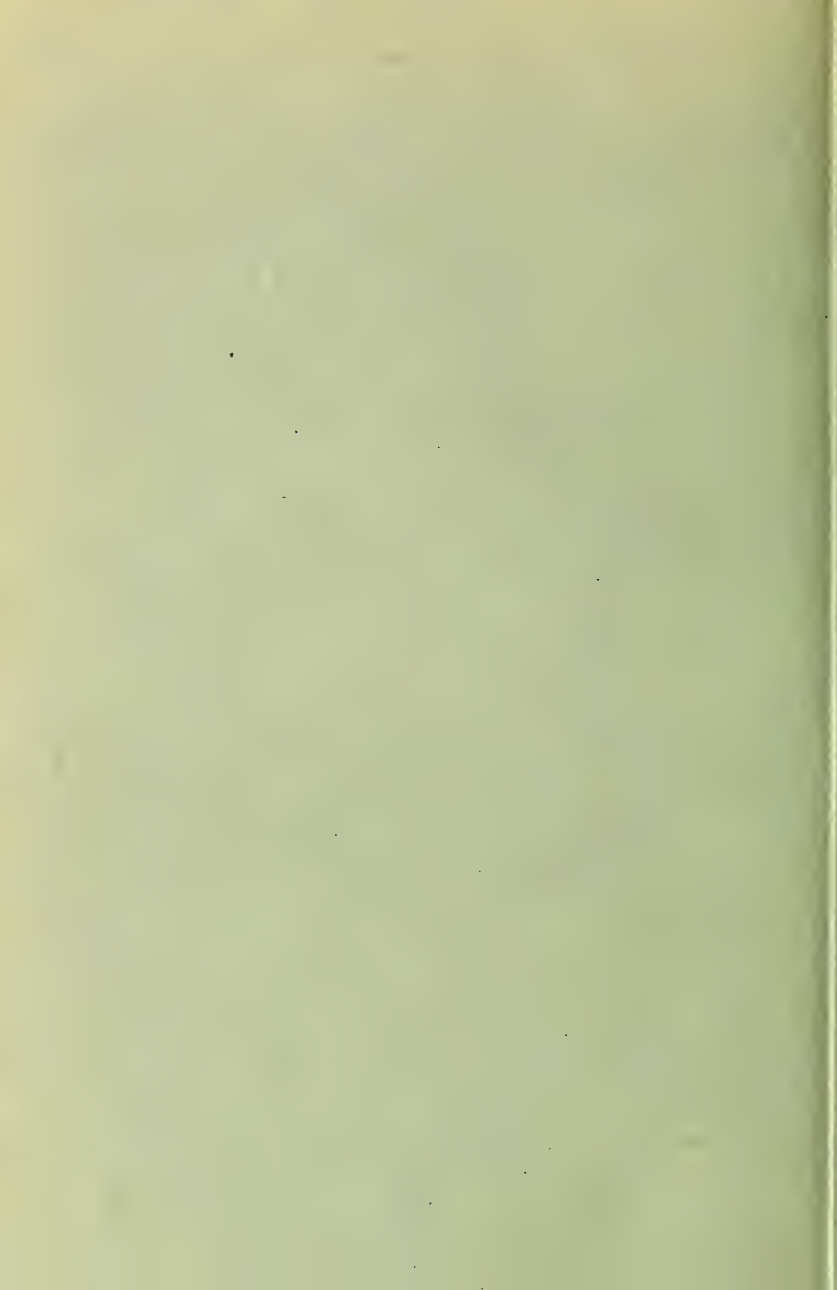
	Page
Pets not allowed in rooms	103
Philosophy	54-57
of Education	30
of Religion	56
Physical Education	57
Men	58-61
Women	61-63
Teaching of	31, 58-63
Athletic Associations	
Men's	76
Women's	77
Attendance required	87
Physical examinations	58, 61, 96
See also Sports	
Physics	63, 64
Physiology	22, 64
Piano, study of	50, 51
Lessons and practice fees	97
Teaching of	54
Play production	34
Drama Technique	35
Political Science	41-42
Practice teaching	31
Fee	97
Pre-dental course	19
Pre-law course	19
Pre-medical course	19
Standing of course	3, 7
Psychology	65-67
Public Speaking	34
Publications, student	79
Purposes of college, see Aims	
Quakers, see Friends	
Quality average	82, 86
Activities determined by	82, 83
Recreation, see Physical Education and Sports	
Registration, dates	6
Regulations	98
Fees	98
Late	85
Fees for	96
Religion	67-70
Philosophy of	56
In life of college	8
Rooms, furnishings	99
Rent	95

INDEX (*Continued*)

	Page
Scholarship Society	79
Scholarships	99-101
Science, philosophy of	57
See also Biology, Chemistry, Natural Science, Physics, etc.	
Secretarial courses	70
Self-help, see Employment, Mary Hobbs Hall	
Semesters, dates of	6
Senior year courses	20
Thesis	19, 90
Shorthand	70
Size of student body limited	8, 92
Smoking, restrictions	93
Social Environment	75
Sociology	71-74
Sophomore courses	20
Speech	90
Spanish	37, 38
Special students	94, 95
Special Training and Individual Courses	90, 91
Speeches, sophomore and junior	90
Sports	58, 60
Eligibility	82
See also Physical Education	
Statistics	26
Student activities, eligibility for	80-83
Fee	95
See also Sports	
Student Affairs Board	80
Student Affairs Building	12
Student Christian Association	80
Student Government Associations	79
Summer School	91
Dates of	6
Syllabi	90
Teaching, practice	31
Fee for	97
See Education	
Tests, see Examinations	
Thesis, senior	19, 90
Tool courses	14, 15-17, 32
Transfer students	94
Trigonometry	45
Trustees, listed	102
Dates of meetings of	6
Tuition fee	95-97
Typewriting	70
Rental fee for use of typewriter	98

INDEX (*Continued*)

	Page
Vacations, dates of	6
Dormitories closed in	98
Vaccinations	57
Veterans' registration	97
Violin, see Instruments	
Violincello, see Instruments	
Voice, study of	51, 52
Fees for lessons	97
Teaching of	54
Withdrawal required	93
Women, required to live on campus	99
Work, for students	99
Yearbook	79
Zoology	21



GUILFORD COLLEGE BULLETIN

VOL. L

December 1957

No. 12

Guilford College



Doorway of English Hall, Men's Dormitory
Erected in 1957

FORTY-FIRST ANNUAL Summer Session

June 5 to August 3, 1958



1957 SUMMER SCHOOL GRADUATES

THE SUMMER SCHOOL PROGRAM

PURPOSE

The nine-week summer session is designed primarily for students who wish to continue their studies during the summer, and for teachers doing further work in their special fields. Through summer sessions, it is possible for students to complete the regular four-year degree program in three years.

Summer courses are taught by members of the college teaching faculty and have the same content as

courses taught during the regular academic year. The same high academic standards are maintained.

Required freshman courses are offered for those who wish to begin their college work in the quiet, intimate atmosphere of the summer session, and thus avoid the rush of the fall opening of school. These freshmen also benefit from the smaller classes, which permit greater individual attention.

CREDITS

Credits up to ten hours may be earned during the summer session. Guilford College is fully accredited by the Southern Association of Colleges and Secondary Schools and the Association of American Colleges and is on the approved list of the American Medical Association and the North Carolina State Department of Education.

EXPENSES

Tuition charges are \$12.00 per credit hour plus \$5.00 registration fee. Board and room are provided for \$13.50 per week. Women live in Founders Hall, men in English Hall, new men's dormitory. All fees are payable at registration. Veterans should present certificate of eligibility at registration.

THE TEACHING FACULTY FOR THE 1958 SUMMER SCHOOL

Philip W. Furnas, A.B., A.M., Ph.D.
English

E. Garness Purdom, A.B., M.S., Ph.D.
Mathematics

Grady E. Love, B.S., M.A., Ph.D.
Education

Ernestine C. Milner, A.B., B.S. in Ed., A.M.
Psychology

E. Daryl Kent, A.B., B.D., Ph.D.
Religion and Philosophy

Harold M. Bailey, A.B., M.Ed.
Education

Stuart Maynard, A.B., M.E.
Physical Education

David B. Stafford, A.B., A.M., Ph.D.
Sociology

Hiram A. Hilty, A.B., B.D.
Spanish

Carroll S. Feagins, A.B., M.A., Ph.D.
Philosophy

J. Floyd Moore, A.B., B.D.
Religion

Mildred Marlette, A.B., M.A.
English

Edward F. Burrows, A.B., M.A., Ph.D.
History

Oscar M. Polhemus, A.B., A.M., S.T.B., Th.D.
Political Science

Joseph S. Devlin, Jr., B.S., M.S.
Economics

SCHEDULE OF COURSES

BUSINESS

- *BUSINESS 11—TYPEWRITING (ELEMENTARY I). TWO CREDIT HOURS. M, W, F—6:00-8:00 p.m. (At Greensboro Division)
- *BUSINESS 12—TYPEWRITING (ELEMENTARY II). TWO CREDIT HOURS. M, W, F—8:00-10:00 p.m. (At Greensboro Division)
- *BUSINESS 13—SHORTHAND THEORY (GREGG FUNCTIONAL METHOD I). THREE CREDIT HOURS. M, W, F—8:00-10:00 p.m. (At Greensboro Division)
- *BUSINESS 14—SHORTHAND THEORY (GREGG FUNCTIONAL METHOD II). THREE CREDIT HOURS. M, W, F—6:00-8:00 p.m. (At Greensboro Division)

ECONOMICS

- *ECONOMICS 25—ELEMENTS OF ACCOUNTING I. THREE CREDIT HOURS. M, W, F—7:00-10:00 p.m. (At Greensboro Division)
- *ECONOMICS 26—ELEMENTS OF ACCOUNTING II. THREE CREDIT HOURS. M, W, F—7:00-10:00 p.m. (At Greensboro Division)
- *ECONOMICS 35—BUSINESS ORGANIZATION AND MANAGEMENT. THREE CREDIT HOURS. M, W, F—6:00-8:00 p.m. (On Campus)
- ECONOMICS 41—LABOR ECONOMICS. THREE CREDIT HOURS. Third period, 9:50-10:40 a.m.

EDUCATION

- *EDUCATION 21—THE AMERICAN PUBLIC SCHOOL. THREE CREDIT HOURS. M, W, F—6:00-8:00 p.m. (On Campus)
- *EDUCATION 25—MUSIC FOR THE ELEMENTARY SCHOOL TEACHER. THREE CREDIT HOURS. (To be scheduled)
- EDUCATION 34—PHILOSOPHY OF EDUCATION. THREE CREDIT HOURS. Third period, 9:50-10:40 a.m.
- EDUCATION 35—MEASUREMENT AND EVALUATION IN EDUCATION. THREE CREDIT HOURS. Fourth period, 10:45-11:35 a.m.
- *EDUCATION 38—TECHNIQUES OF TEACHING IN THE SECONDARY SCHOOL. THREE CREDIT HOURS. M, W, F—8:00-10:00 p.m. (On Campus)

ENGLISH

*ENGLISH 10—REFRESHER AND TRAINING IN BASIC ENGLISH COMPOSITION. NO CREDIT. M, W, F—8:00-10:00 p.m. (On Campus)

ENGLISH 11—ENGLISH COMPOSITION I. THREE CREDIT HOURS. Third period, 9:45-10:40 a.m.

ENGLISH 12—ENGLISH COMPOSITION II. THREE CREDIT HOURS. Fourth period, 10:00-11:35 a.m.

*ENGLISH 21—WESTERN WORLD LITERATURE. THREE CREDIT HOURS. M, W, F—6:00-8:00 p.m. (On Campus)

ENGLISH 547—UNDERSTANDING DRAMA. THREE CREDIT HOURS. Fifth period, 11:40 a.m.-12:30 p.m.

HISTORY

HISTORY 21-22—THE HISTORY OF THE UNITED STATES. SIX CREDIT HOURS. First and second periods, 8:00-9:45 a.m.

HISTORY 37-38—A HISTORY OF CIVILIZATION. SIX CREDIT HOURS. Third and fourth periods, 9:50-11:35 a.m.

MATHEMATICS

MATHEMATICS 13-14—FRESHMAN MATHEMATICS. SIX CREDIT HOURS. First and second periods, 8:00-9:45 a.m.

*MATHEMATICS 15—TRIGONOMETRY. THREE CREDIT HOURS. M, W, F—8:00-10:00 p.m. (On Campus)

NATURAL SCIENCE

NATURAL SCIENCE 11—THE PHYSICAL WORLD. THREE CREDIT HOURS. Fifth period, 11:40 a.m.-12:30 p.m.

NATURAL SCIENCE 12—HUMAN BIOLOGY. THREE CREDIT HOURS. Third period, 9:45-10:40 a.m.

PHILOSOPHY

PHILOSOPHY 12—LOGIC: THE PRINCIPLES AND PROBLEMS OF RATIONAL BELIEF. THREE CREDIT HOURS. Fourth period, 10:45-11:35 a.m.

PHILOSOPHY 41-42—SURVEY COURSE. SIX CREDIT HOURS. First and second periods, 8:00-9:45 a.m.

PHYSICAL EDUCATION

PHYSICAL EDUCATION SERVICE COURSE. ONE CREDIT HOUR. (To be scheduled)

PHYSICAL EDUCATION 25—PRINCIPLES OF HEALTH AND PHYSICAL EDUCATION. THREE CREDIT HOURS. (To be scheduled)

PHYSICAL EDUCATION 37—METHODS, MATERIALS AND PRACTICE IN SOCCER, SPEEDBALL, SWIMMING, VOLLEY BALL AND BADMINTON. TWO CREDIT HOURS. (To be scheduled)

POLITICAL SCIENCE

POLITICAL SCIENCE 21—PRINCIPLES OF POLITICAL SCIENCE. THREE CREDIT HOURS. Fourth period, 10:45-11:35 a.m.

POLITICAL SCIENCE 32—AMERICAN GOVERNMENT: NATIONAL. THREE CREDIT HOURS. Fifth period, 11:40 a.m.-12:30 p.m.

PSYCHOLOGY

PSYCHOLOGY 21—GENERAL PSYCHOLOGY. THREE CREDIT HOURS. Fourth period, 10:45-11:35 a.m. (Laboratory to be arranged)

*PSYCHOLOGY 32—EDUCATIONAL PSYCHOLOGY. THREE CREDIT HOURS. M, W, F—8:00-10:00 p.m. (On Campus)

RELIGION

RELIGION 33—PRINCIPLES OF CHRISTIAN EDUCATION. THREE CREDIT HOURS. Third period, 9:50-10:40 a.m.

RELIGION 35—SURVEY COURSE I (OLD TESTAMENT). THREE CREDIT HOURS. Fourth period, 10:45-11:35 a.m.

RELIGION 36—SURVEY COURSE II (NEW TESTAMENT). THREE CREDIT HOURS. Third period, 9:50-10:40 a.m.

RELIGION 122—PREACHING PRINCIPLES AND PRACTICE. (Offered upon sufficient demand)

SOCIOLOGY

*SOCIOLOGY 20—THE SOCIAL SCIENCES—INTRODUCTORY. THREE CREDIT HOURS. M, W, F—6:00-8:00 p.m. (On Campus)

SOCIOLOGY 32—CULTURAL ANTHROPOLOGY. THREE CREDIT HOURS. Third period, 9:50-10:40 a.m.

SPANISH

SPANISH 13-14—INTERMEDIATE COURSE. SIX CREDIT HOURS. First and Second periods, 8:00-9:45 a.m.

*These courses are given in the evening in co-operation with the Greensboro Division of Guilford College.



GUILFORD'S COOL SUMMER CAMPUS

GUILFORD COLLEGE

THE SOUTH'S OLDEST COEDUCATIONAL COLLEGE

Nestled in the gently rolling Piedmont Plateau, the beautiful Guilford College campus has a special charm in summertime. It's grounds and buildings are shaded by groves of giant oak and hickory trees, and cool shadows defy the warmest sun.

This pleasant setting provides a relaxed atmosphere for study during the annual Summer School. The suburban village of Guilford College, self-sufficient with up-to-date shopping district, is adjacent

to the campus. The New Garden Meeting of Friends, on campus, offers a place of worship near at hand.

Yet, only a few minutes bus ride to the east, along Friendly Road, lies Greensboro, with churches of nearly every denomination, and every cultural and shopping advantage of an urban center.

Guilford College, operated by the Society of Friends (Quakers), is in practice non-sectarian, welcoming students of every denomination.

Emphasis has been placed on the College Library which offers many quiet nooks for study and research.

A favorite summertime recreation area is the campus lake, with swimming, boating, and picnic facilities. Nearby are eight asphalt tennis courts.

Guilford College summer school students enjoy a full, well-organized program of extra-curricular activities. Social events are carefully planned by student committees, and every effort is made to appeal to students of all inclinations.

GREENSBORO DIVISION

In addition to the college credit courses listed in this bulletin, the Greensboro Division of Guilford College will offer a full semester's work in high school credit and business education courses during the nine-week summer session. For complete information about the Greensboro Division, contact: Dr. Grady E. Love, Director, Greensboro Division of Guilford College, 519 West Washington Street, Greensboro, N. C. Telephone: BR 5-5395.

For further information write to:

DR. CLYDE A. MILNER

President of the College and
Director of Summer School

GUILFORD COLLEGE, NORTH CAROLINA



GUILFORD COLLEGE
Chartered 1834 — Founded 1837

Guilford College Bulletin

Published Monthly by

GUILFORD COLLEGE

Entered at Greensboro, N. C., as second-class matter
under the Act of Congress, August 24, 1912

VOL. L

DECEMBER, 1957

No. 12



GUILFORD COLLEGE BULLETIN

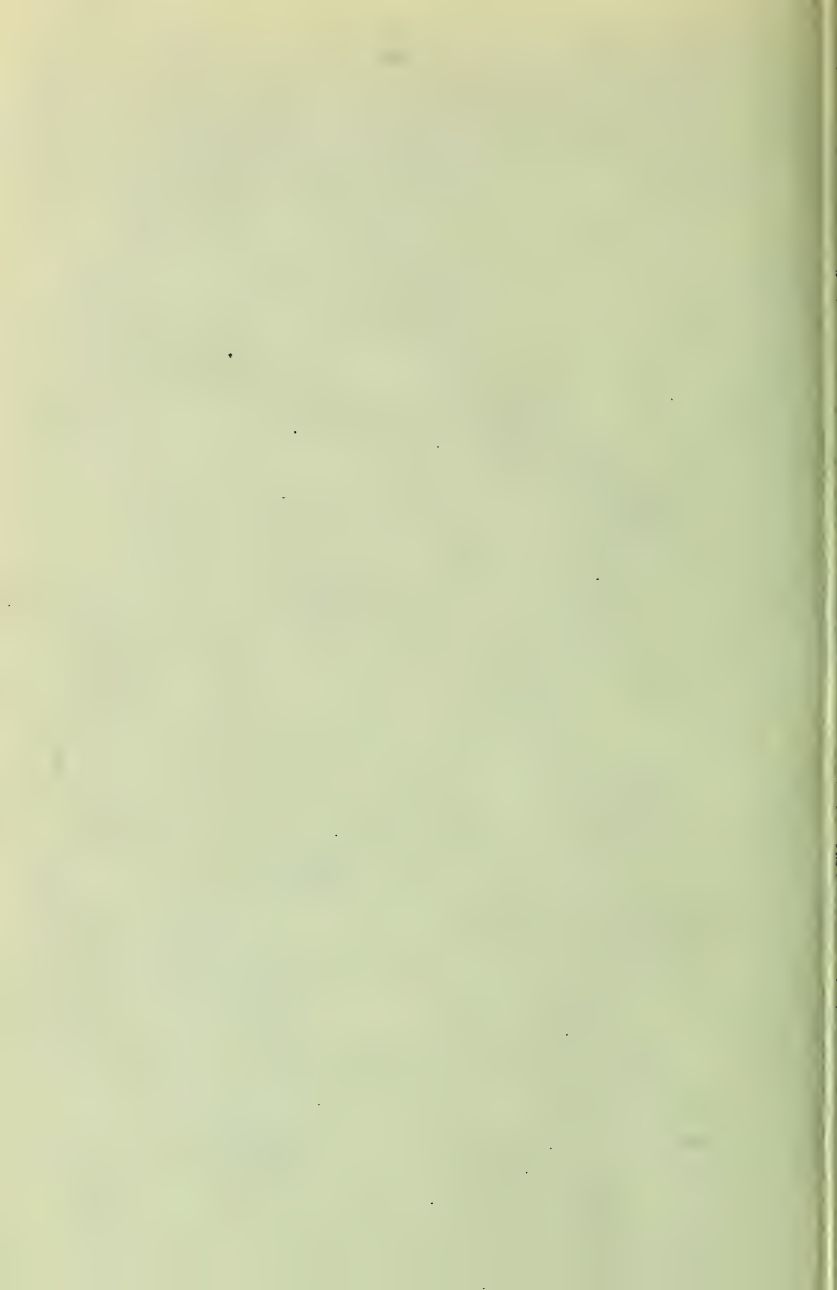
THE
College Catalogue
and Announcements
1958-1959

Published Monthly by
GUILFORD COLLEGE
GUILFORD COLLEGE, N. C.

VOL. LI

MARCH, 1958

No. 3



GUILFORD COLLEGE BULLETIN

Catalogue Number
March 1958



Announcements
1958-1959

Published Monthly by
GUILFORD COLLEGE
GUILFORD COLLEGE, N. C.

Entered at Greensboro, N. C., as second-class matter
under the Act of Congress, August 24, 1912.

RECOGNITION AND ACCREDITING

The standing of a college in the educational world is important to its students, alumni, and friends. Guilford College is fully accredited by the Southern Association of Colleges and Secondary Schools and the National Commission on Accrediting. It is a member of the Association of American Colleges and is on the approved list of the American Medical Association and of the North Carolina State Department of Education.

Its work is, therefore, accepted at face value in the certification of teachers and in the admission of students to the universities and professional schools of the nation.

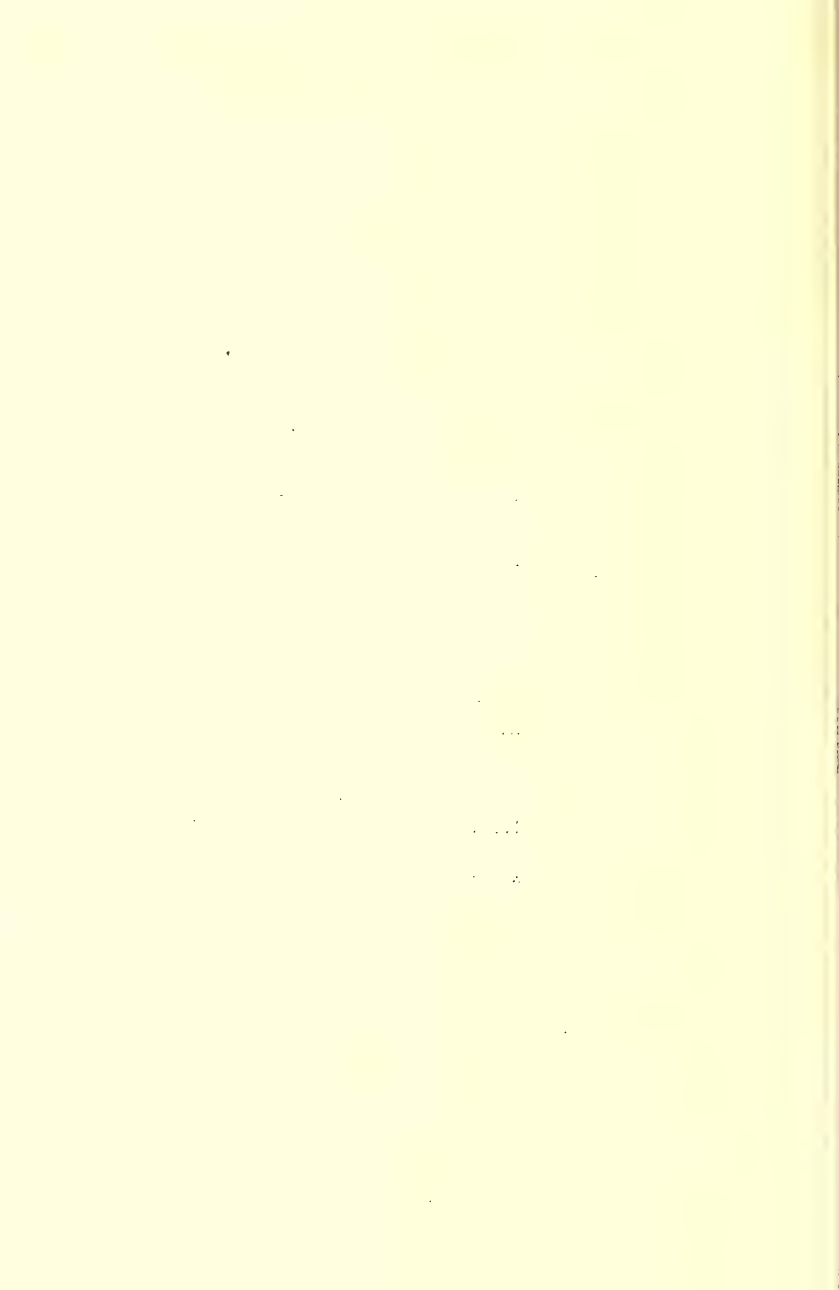


TABLE OF CONTENTS

Calendar	6
Guilford College	7
Educational Program	14
Courses of Study	20
The Social Environment	78
Academic Regulations	85
The Library	90
The Summer Session	92
Greensboro Division	93
Admission	94
Fees	96
Personnel	103
Index	108

CALENDAR

SUMMER SESSION, 1958

Registration for 1958 Summer Session, Wednesday, June 4.

Meeting of Board of Trustees, Friday, July 11.

Close of Summer Session, Sunday, August 3.

FIRST SEMESTER, 1958-59

Enrollment of Freshman Class, Monday, September 15, 1958.

Enrollment of Upperclassmen, Thursday, September 18.

All Classes Begin, Friday, September 19.

Meeting of Board of Trustees, Friday, October 10.

Homecoming Day, Saturday, October 18.

Founders Day, Friday, November 7.

First Quarter Ends, Saturday, November 15.

Thanksgiving Holiday, Thursday, November 27.

Christmas Holidays, 1:00 p.m., Thursday, December 18, until
8:30 a.m., Friday, January 2, 1959.

Meeting of Board of Trustees, Friday, January 16.

Reading Day, Friday, January 16.

Semester Examinations, Saturday, January 17-Monday, January 26.

First Semester Ends, Monday, January 26.

SECOND SEMESTER, 1958-59

Second Semester Begins, Tuesday, January 27.

Registration, Tuesday, January 27.

All Classes Begin, Wednesday, January 28.

Spring Holidays, 1:00 p.m., Saturday, March 14, until 8:30
a.m., Tuesday, March 24.

Third Quarter Ends, Saturday, April 4.

Meeting of Board of Trustees, Friday, April 10.

Reading Day, Wednesday, May 20.

Final Examinations, Thursday, May 21-Friday, May 29.

Alumni Day, Saturday, May 30.

Baccalaureate Exercises, Sunday, May 31.

Graduation Exercises, Monday, June 1.

SUMMER SESSION, 1959

Registration for 1959 Summer Session, Wednesday, June 3.

Meeting Board of Trustees, Friday, July 10.

Close of Summer Session, Sunday, August 2.

GUILFORD COLLEGE

Guilford College was chartered in 1834 and founded in 1837 as New Garden Boarding School. The institution took its present name in 1889 and is the oldest coeducational college in the South.

From the time of its establishment Guilford College has attempted to provide a broad, liberal culture in homelike surroundings and under inspiring religious influence. More recently the attempt has been made to interweave the religious teaching with the entire curriculum in such a way as to help the student not only to build ideals of action and relate himself to the whole social organization, but also, through the knowledge of the literary, scientific and social achievements of man, to see life as a whole. Although Guilford College is not a professional school, it provides a solid foundation for professional training and offers work in education sufficient to meet the state requirements for the certification of teachers in the public schools, provides thorough pre-medical, pre-law, pre-dental courses, and a course looking to specialization in home economics.

With the enrollment of the college limited to six hundred, including slightly over four hundred campus students—a number considered small enough for complete mutual acquaintance—and with a faculty of fifty-two, it is believed that the finest types of student work can be done. In a group of this size the individual is important, counts for something, is essential to the well-being of the community, and finds far greater opportunity for participation in student activities than he would in a larger group.

In 1953 Guilford College assumed the responsibility of operating the Greensboro Evening College. This unit became the Greensboro Division of Guilford College, and its growth has been phenomenal. At pres-

ent, the Greensboro Division has an enrollment of more than 900 men and women who are taking courses at times convenient to their work schedules. Instruction is now available during the day as well as in the evening, and courses are offered in five broad areas: the High School Program, the Business Education Program, the College Program, the Special Vocational Program and the Cultural Development Program.

RELIGIOUS INFLUENCE

Guilford College, while under the influence of the Society of Friends, is in practice nonsectarian. Among its students are young people of many denominations. Students and faculty share in religious instruction and worship. Members of the Student Christian Association cooperate with members of the faculty in planning religious meetings and activities. Students and faculty cooperate with the New Garden Meeting of Friends on the campus, although students are free to attend the churches of their choice.

SOME ACHIEVEMENTS OF GUILFORD COLLEGE

1. Guilford College has developed a progressive curriculum in which an effort is made to acquaint students with the great basic ideas and philosophies of man. The educational concept of the college, expressed in its core curriculum, has attracted much favorable comment and has been adopted, in whole or in part, by a number of institutions. This approach to learning has passed through a long experimental period, and its value has been demonstrated.

2. A cooperative housekeeping plan, made permanent in Mary Hobbs Hall, has shown for more than forty years the validity of cooperative techniques not

only as methods of reducing expenditures, but also as valuable agents of social unification.

3. Guilford bears a significant relation to educational progress in the state. The school was founded with teacher training as an aim, and a great number of educational leaders have gone forth from this institution to public and private schools, colleges, and universities.

4. Guilford College represents more than 121 years of continuous educational service, for New Garden Boarding School was one of the few schools which did not close during the period of Civil War and Reconstruction.

5. Established and maintained by the Society of Friends, the school early in its career admitted students not belonging to that denomination.

6. Guilford was a pioneer in intercollegiate athletics, realizing the value of intercollegiate relationships and the importance of an athletic program.

7. Above all, Guilford's greatest achievements may be read in the lives of her former students and graduates, and in the quality of their service to humanity.

LOCATION

Nestled in the gently rolling Piedmont Plateau and shaded by groves of giant oak and hickory trees, Guilford has a special charm. The college is on the Friendly Road in Guilford County, North Carolina, and immediately adjacent to the city limits of Greensboro. The entrance to the college grounds is a mile north of the Guilford College station on the branch of the Southern Railway between Greensboro and Winston-Salem.

The college is thus in the center of the Piedmont region which lies between the sand plains of the coastal region on the east and the Blue Ridge and

Great Smoky Mountains on the west. The climate is mild and provides warm, delightful weather in spring and autumn, and little extremely cold weather during the winter months.

Historically, this vicinity has interesting associations. A few hundred yards from the campus on Friendly Road is the Dolley Madison Well, marking the birthplace of a charming mistress of the White House. In the other direction is the birthplace of "Uncle Joe" Cannon, and three miles to the north is the famous battleground of Guilford Courthouse, now a national park. Near the campus, granite stones mark the site of the old Yearly Meeting House used as a hospital at the time of that battle.

BUILDINGS AND GROUNDS

The college property consists of two hundred and ninety acres of campus, field, and woodland. The campus and athletic field occupy thirty acres.

About the campus in a large quadrangle are grouped the principal buildings, all of which are of brick.

Founders Hall, the oldest building of the group, erected in 1837, now a dormitory for girls, houses also the college dining room, the office of the Dean of Women, reception rooms, and the home economics laboratory and classrooms.

Archdale Hall, erected in 1886, and named in honor of the Quaker Governor, John Archdale, has been completely renovated and will now accommodate forty-six men.

The Music Building, built in 1891 for the Young Men's Christian Association, is now used by the Music Department.

Memorial Hall, erected in 1897, by former students of New Garden Boarding School, Benjamin N. and

James B. Duke, in memory of their sister, Mary Elizabeth Lyon, contains the administrative offices and auditorium.

Mary Hobbs Hall, erected in 1907, for girls who wish to reduce expenses by co-operative housekeeping, affords accommodations for seventy girls.

The Library, erected in 1909 with the aid of a donation by Andrew Carnegie. In 1950 the stacks were more than doubled, the offices and work rooms were enlarged, and a periodical room, a music and arts room, seminar rooms and study rooms were added.

King Hall, including the modern front wing constructed in 1949, contains eight classrooms, commodious laboratories for physics, biology, chemistry, psychology, and natural science, and one for commercial subjects, as well as a large lecture and projection room.

Cox Hall, a dormitory for young men, contains 52 large rooms.

The Gymnasium, erected in 1940, is a modern Georgian Colonial brick building which provides adequately for the social, recreational, and athletic activities of the college.

The Student Affairs Building, rebuilt in 1936 from the old college power house, contains a large social room and kitchenette facilities for serving small groups. It is a center for conferences, discussions and social group meetings.

Hobbs Athletic Field is a carefully graded tract of three acres, adapted to football, soccer, baseball, track, and field work. It is surrounded by a quarter-mile running track with a hundred-yard straightaway.

Recreation Areas. In addition to Hobbs Field, there are six all-weather concrete tennis courts, special fields for hockey, softball, volleyball, and other sports,

and a College Lake for boating, fishing, and swimming.

The Meeting House which now accommodates the sessions of North Carolina Yearly Meeting of Friends and supplies the college community a place for worship, was erected in 1912. It serves as a real center for the spiritual life of the college. The first New Garden Meeting House was built in 1751.

Kathrine Hine Shore Hall, erected in 1954, through the gift of B. Clyde Shore, class of 1925, to honor his wife and to bear her name, is a modern Georgian Colonial dormitory. It houses fifty young women and a head resident. A spacious parlor, terrace, and basement lounge provide social and recreational facility for the residents.

John Gurney Frazier Apartments, 4½ room and 3½ room modern, permanent, duplex living units to provide housing for married students, were begun in 1954. Twenty-two apartments were made available through the gift of John Gurney Frazier, Jr., Class of 1924, of Charlotte, North Carolina, to honor his father, John Gurney Frazier, Sr., long time resident of Guilford College, himself and his son, John Gurney Frazier, III.

These twenty-two apartments are available for rent to married Guilford students. The cost is \$32.50 per month for the one-bedroom and \$37.50 per month for the two-bedroom homes. An additional charge is made of \$2.50 each for the use of stove and refrigerator if these are furnished by the College. Write David Parsons, Business Manager, for application for these accommodations.

The Student Union, opened during the summer of 1956, is a modern building designed to provide a focal point for campus religious, social and recreational activities. The college book shop adjoins the soda fountain and lunch rooms. The central hall of the Union is

a spacious lounge with study desks, comfortable furniture, and a television viewing area; it may be cleared for student dances and gatherings. The office wing of the building provides permanent quarters for the student publications, an office for the director of student activities, and a number of meeting rooms which are at the disposal of student groups for meetings.

English Hall, a new men's dormitory, was opened at the beginning of the 1957-58 school year. It provides rooms, each with a lavatory, for fifty-two men, as well as an apartment for the resident Dean of Men. Its design is a modification of the Katherine Hine Shore Hall, described above, and its style is the Georgian Colonial traditional to Guilford's campus. It is located just east of Archdale Hall.

Development Program. Planned for the college campus in the near future are: a new Auditorium-Music-Religious Education building; new relocated athletic fields and recreational areas; an extensive remodeling program for Memorial Hall; and a number of alumni-sponsored beautification projects.

EDUCATIONAL PROGRAM

I. Tool Courses

Tool courses are a continuation of training in essential tool subjects—English (written and spoken), at least one foreign language, fundamentals of mathematics, the most approved techniques of the natural sciences, and a survey of those areas where these techniques especially apply. This is to facilitate success in college and insure the continuance of study later for vocational and avocational interests. This is equivalent to approximately one-fourth of the college course in terms of credit hours, but it will also be tested in terms of quality achievement.

II. Essential Cultural Resources

In addition to a professional or technical training and an equipment of educational tools, a liberal arts graduate should be intelligently conversant with the culture of his civilization in order to enter more fully into, and to contribute more significantly to, his social responsibilities and especially to stimulate and develop enriching avocational interests. Against the warp of historical perspective and understanding, each student begins the study of the individual growing into a personality which must adjust to the many complexities of modern life—the home, family, community, state, nation, and world. To develop more fully the intellectual design on the warp of history, man's greatest contributions in literature, the arts, religion, and philosophy must be understood and appreciated. This, in course terminology, makes up one-fourth of the college requirement.

III. Major Concentration In a Selected Field of Personal Interest

This is equivalent to approximately one-half of the four-year college course, involving a carefully planned sequence of courses in the major field and related subjects chosen by the student in conference with his adviser, the professor of the major field. This gives the student necessary vocational training or preparation for further training at a professional school.

IV. Physical Education and Recreational Program

The emphasis is upon knowledge of and care of a healthy physical body and the development of normal recreational hab-

its. Objectives include recreational activities for every student and the establishment of skills in games and sports which develop interests for after-college years. In order to make this program a real part of the educational pattern, each student is expected to have a recreation period three times a week during his four years. Additional voluntary participation on intercollegiate teams, in intramural games and in friendly competition is encouraged.

V. The Creation and Maintenance of a Social Environment

It is of paramount importance to incorporate the entire social life of the College into the educational program. During the four years on the campus, each student should establish wholesome and creative habits of living cooperatively. There is a constant effort to build an environment distinguished by its qualities of friendliness, thoroughness and sincerity, reflections of the religious spirit in which the institution is nurtured.

I. TOOL COURSES

The curriculum of Guilford College has been planned to equip each student with educational tools—English, a foreign language, mathematics, and techniques of the natural sciences.

NATURAL SCIENCES

Natural Science 11—The Physical World.

Three lectures and two hours laboratory each week. Credit: three hours first semester.

This course is intended to provide an understanding of the method by which scientific conclusions are reached, the fundamental concepts with which the physical scientist operates and a broad general outline of the nature of the physical world.

Natural Science 12—Human Biology.

Three lectures and two hours of laboratory work each week.

Credit: three hours second semester.

A study of man and his relation to the biological world.

Mathematics 13-14—Freshman Mathematics.

Three hours each week. Credit: three hours each semester.

The use of logarithms, the solution of linear and quadratic equations and simultaneous linear equations, the solution of right and oblique triangles. Simple algebraic, trigonometric, and exponential functions, their graphs, and their application to the description and prediction of

natural and social phenomena. Special consideration is given to certain statistical concepts and to the mathematics of investment.

ENGLISH

English 11-12—English Composition.

Three hours each week. Credit: three hours each semester.

A study of the principles of correct usage and structure of words and sentences is made. Accuracy in the mechanics of writing is insisted upon. Themes, conferences, oral work, collateral reading, and reports are required.

CLASSICAL LANGUAGES

Greek 11-12—Elementary Course.

Three hours each week. Credit: three hours each semester.

Greek 13-14—Intermediate Course.

Three hours each week. Credit: three hours each semester.

Prerequisite: Greek 11-12.

or

Latin 11-12—Elementary Course.

Three hours each week. Credit: three hours each semester.

Latin 13-14—Intermediate Course.

Three hours each week. Credit: three hours each semester.

Prerequisite: Latin 11-12, or an accredited two-year high school course.

MODERN FOREIGN LANGUAGES

French 11-12—Elementary Course.

Three hours each week. Credit: three hours each semester.

French 13-14—Intermediate Course.

Three hours each week. Credit: three hours each semester.

Prerequisite: French 11-12 or an accredited two-year high school course.

or

German 11-12—Elementary Course.

Three hours each week. Credit: three hours each semester.

German 13-14—Intermediate Course.

Three hours each week. Credit: three hours each semester.

Prerequisite: German 11-12, or an accredited two-year high school course.

or

Spanish 11-12—Elementary Course.

Three hours each week. Credit: three hours each semester.

Spanish 13-14—Intermediate Course.

Three hours each week. Credit: three hours each semester.

Prerequisite: Spanish 11-12 or an accredited two-year high school course.

II. ESSENTIAL CULTURAL RESOURCES

The course of study is also arranged to give each student an understanding of the world in which he lives and an insight into the outstanding problems of his age.

SOCIAL SCIENCE

Sociology 20—The Social Sciences—Introductory.

Three hours each week. Credit: three hours.

This course considers the development of the scientific approach to the study of society, the culture concept, basic western institutions, problems of socialization and personality adjustment, and social responsibility. It includes units on the social testimonies of the Society of Friends and on efforts at relief and rehabilitation—national and international.

Prerequisite for all other Sociology courses.

Psychology 21—General Psychology.

Three lectures and two hours of laboratory each week. Credit: three hours first semester.

An introductory course, giving a survey of the essential facts and laws of human behavior.

Prerequisite for all other Psychology courses.

History 37-38—A History of World Civilization.

Three hours each week. Credit: three hours each semester.

An attempt to develop an appreciation of history as a cultural resource diluting ethnocentrism, and the importance of the historical aspect of all modern culture. The main features of this course are a clarification of definitions, a recognition of the development of different great cultures, each valuable in its own light, the tracing of salient features of the rise of Western Civilization and an appraisal

of some factors of an emerging World Civilization. The first semester especially emphasizes the classical and medieval foundation of Western Civilization, and the second semester deals with the major developments toward a World Civilization since approximately 1500.

LITERATURE AND ART

English 21—Survey of Western World Literature.

Two hours of lectures, one of discussion each week. Credit: three hours first semester.

A study of the masterpieces of English and foreign literature. Outside reading and reports.

Philosophy 24—Aesthetics: Appreciation of Art.

Three hours each week. Credit: three hours second semester.

An analytic study of the beautiful, of aesthetic appreciation, and of artistic creation for the purpose of gaining an understanding of the fine arts.

PHILOSOPHY AND RELIGION

Religion 35-36—The Development of Religion in the Bible.

Three hours each week. Credit: three hours each semester.

The religious development of Israel and the beginnings of Christianity are studied for their contribution to a mature religion.

Philosophy 41-42—A Survey of Religious and Philosophical Thought.

Three hours each week. Credit: three hours each semester.

This course deals with the development of human thought and religion from the Greek period through the modern era. It surveys the great systems of philosophy and religion and shows their influence on developing civilization. Special consideration is given outstanding leaders of thought of each period.

III. MAJOR CONCENTRATION IN A SELECTED FIELD OF PERSONAL INTEREST

Each student is encouraged to get as complete a mastery of his field of intensive study as is possible in four years. For this intensive work the academic subjects are separated into three divisions: the natural sciences, the social sciences, and the languages and arts. Each student chooses a major at the beginning of his course; in his sophomore year he begins the study of some related subject in the division; in his junior year he

adds a second related subject. The major professor arranges each student's four-year course of study in conference with him, giving careful consideration to individual objectives and goals.

Exceptional students are encouraged to undertake an independent investigation in their major field, which may be incorporated unto the required senior thesis; or to carry on an independent course of readings, research, or experimentation leading to a comprehensive examination and the award of Special Honors in their major subject.

Within the liberal arts curriculum of Guilford College, students may prepare for a great variety of occupations. Faculty advisers help each one plan his educational program to fit him best for his career. The student preparing for graduate or professional school should confer with the Dean to make sure that he takes a schedule of courses which will meet the requirements of the institution he wishes to enter. Usually, pre-medical and pre-nursing students and those intending to become laboratory technicians major in biology. Pre-engineering students major in mathematics or physics, and pre-dental candidates may major in either chemistry or biology. Pre-law students generally select history as their major field.

MAJORS OFFERED

BIOLOGY	PHILOSOPHY
CHEMISTRY	PHYSICAL EDUCATION
ECONOMICS AND BUSINESS	(RECREATIONAL LEADERSHIP)
ENGLISH	PHYSICS
FRENCH	PSYCHOLOGY
GERMAN	RELIGION
HISTORY	SOCIOLOGY
MATHEMATICS	SPANISH
MUSIC	

IV. See Physical Education Department

V. The Social Environment (page 78)

Note: All students are required to complete satisfactorily the tool courses and essential cultural resources as outlined under *Educational Program*, beginning on page 14.

COURSE OF STUDY

FRESHMAN YEAR <i>Hours</i>	SOPHOMORE YEAR <i>Hours</i>	JUNIOR YEAR <i>Hours</i>	SENIOR YEAR <i>Hours</i>
NATURAL SCIENCE . . . 6 Natural Science 11 Natural Science 12	SOCIAL SCIENCE 6 Psychology 21 Sociology 20	SOCIAL SCIENCE 6 History 37 History 38	PHILOSOPHY 6 Philosophy 41 Philosophy 42
ENGLISH 6 English 11 English 12	LITERATURE AND ART 6 English 21 Philosophy 24	BIBLICAL LITERATURE 6 Religion 35 Religion 36	
FOREIGN LANGUAGE . . 6	FOREIGN LANGUAGE . . 6		ELECTIVE 6
MATHEMATICS 6 Mathematics 13 Mathematics 14	MAJOR OR RELATED SUBJECT . 6	MAJOR OR RELATED SUBJECT . 6	MAJOR OR RELATED SUBJECT . 6
	MAJOR 6	MAJOR OR RELATED SUBJECT . 6	MAJOR OR RELATED SUBJECT . 6
MAJOR 6	MAJOR 6	MAJOR 6	MAJOR 6
PHYSICAL ED. 2	PHYSICAL ED. 2	PHYSICAL ED. 2	PHYSICAL ED. 2

COURSES OF INSTRUCTION*

BIOLOGY

PROFESSOR CAMPBELL

ASSOCIATE PROFESSOR TERRELL

A major in biology consists of twenty-four hours, including *Biology* 13-14 (or equivalent) and *Biology* 21-22. *Biology* 13-14 is prerequisite to all advanced courses. In the field of the allied subjects the student should take a minimum of one year of chemistry, preferably more, and one year of physics.

Biology 12—Human Biology.

Three lectures and two hours of laboratory work each week.

Credit: three hours second semester.

A study of man and his relation to the biological world.

(Also listed as NATURAL SCIENCE 12)

Biology 13-14—General Biology.

Three lectures and two hours of laboratory work each week.

Credit: four hours each semester.

This course is designed to give a thorough background in the fundamental principle of biology. Those majoring in the natural sciences, physical education or psychology, and those planning to teach science should elect this course instead of BIOLOGY 12.

No credit given for less than one year's work.

Biology 21-22—Vertebrate Zoology and Comparative Anatomy.

Involves lectures and laboratory. Credit: seven hours for the year.

[This course includes a brief survey of the main classes of the vertebrates, followed by a comparative study of vertebrate anatomy. The types studied in the laboratory are the shark, necturus, turtle, and cat.

Biology 23-24—General Botany.

Six hours each week throughout the year. Credit: three hours each semester.

A study of the morphology and the physiology of the plant phyla. Recommended to majors in biology who expect to teach or enter graduate study.

Biology 31—Physiology of the Human Body.

Three lectures and three hours of laboratory each week. Credit four hours first semester.

A study of the physiological processes of the human body.

Offered 1959-1960, and alternate years.

*The college reserves the right not to give a course when less than ten students register for it.

Biology 32—Vertebrate Embryology.

One lecture and six hours of laboratory each week. Credit: three hours second semester.

The development of the vertebrate with special emphasis on the chick.

Offered 1959-1960, and alternate years.

Biology 33—Bacteriology.

Two lectures and six hours of laboratory each week. Credit: four hours first semester.

A course in general bacteriology, including also a brief study of the most common pathogenic forms, and the theories of immunity. The laboratory work includes routine procedures, such as the preparation of the media, staining, and physiological reactions, in addition to analysis of food, milk, and water.

Offered 1958-1959, and alternate years.

Biology 34—Technique in Laboratory Methods.

One lecture and six hours of laboratory each week. Credit: three hours second semester.

A course in technique in which the student is trained in working with such materials and methods as are encountered in health and hospital laboratories.

Offered 1958-1959, and alternate years.

Biology 41-42—Advanced Biology.

Three lectures or nine hours of laboratory each week. Credit: three hours each semester.

The work in this course will be given in the special field for which the student is especially prepared. It may be elected only by special permission from the professor in charge.

Biology 43—Genetics.

Credit: three hours first semester.

A study of the principles of genetics.

CHEMISTRY

PROFESSOR LJUNG

ASSOCIATE PROFESSOR OTT

A major in chemistry consists of *Chemistry* 11-12, 21, 22, 23, 24, 31, 41. Students majoring in chemistry are advised to take two years of mathematics in addition to the course required of freshmen and two years of physics. Students may, however, take two or three years of biology. This arrangement is especially valuable for students registering for pre-medical work.

Chemistry 11-12—General Inorganic Chemistry.

Three lectures and four laboratory hours each week with discussion periods. Credit four hours each semester.

An introduction to the study of the principal metallic and non-metallic elements, and their compounds, and the fundamental laws of chemistry.

No credit is given for less than one year's work.

Chemistry 21—Qualitative Analysis.

Two lectures, one quiz period, and six laboratory hours each week. Credit: four hours first semester.

The fundamental principles and theories underlying the qualitative analysis and the methods of separation and identification of the common cations and anions are studied both in class and laboratory, using the semi-micro technique.

Prerequisite: Chemistry 11-12.

Chemistry 22—Quantitative Analysis.

Two lectures, one quiz period, and six laboratory hours a week. Credit: four hours each semester.

A study of the principal methods of gravimetric and volumetric analysis; lectures, laboratory work, and stoichiometric exercises.

Prerequisite: Chemistry 11, 12 and 21.

Chemistry 32-24—Organic Chemistry.

Two lectures, one quiz period, and six laboratory hours a week: Credit: four hours each semester.

A study of the aliphatic and aromatic series, and methods of preparation and purification of organic compounds.

Prerequisite: Chemistry 11-12.

Chemistry 31—Physical Chemistry.

Two lectures and three laboratory hours a week. Credit: three hours.

A study of the properties of solids, liquids, and gases and the properties of solutions.

Prerequisite: Chemistry 22 and Physics 11-12.

Chemistry 41—Research.

Conferences, library and laboratory work. Credit: to be determined.

Arranged for students majoring in chemistry. Special emphasis is laid on the use of chemical literature, method of approach to research, and the solution of some research problems.

ECONOMICS AND BUSINESS ADMINISTRATION

PROFESSOR VICTORIUS

ASSISTANT PROFESSOR DEVLIN

It is the purpose of the Department of Economics and Business Administration to acquaint the student with the principles and practices that govern our economic system, to develop a scientific attitude toward the major economic problems confronting our society; and, where possible, to suggest sound procedures and policies for the solution of such problems. At the same time, opportunity is given the student to acquire the rudiments of a practical business training.

For the student who elects to major in economics and business administration, *Economics* 21-22 (General Economics) is a required course. The following courses in special subjects are considered essential: *Economics* 23 (Business Law); *Economics* 31 (Money and Banking); *Economics* 35 (Business Organization and Management); *Economics* 41 (Labor Economics). Other courses in the field may be chosen according to the particular interest of the student. A major consists of 24 hours of credit, exclusive of credit for seminar and senior thesis.

For courses in related fields, all majors in economics and business administration should take *Psychology* 31 (Personnel Psychology) in addition to the general college requirements. Other related courses may be chosen according to the particular interests of the student.

Economics 11—Economic Development of the United States I.

Three hours each week. Credit: three hours first semester.

Through its historical approach the course presents an analysis of all phases of the economic growth of the United States. The course is designed to promote understanding of the evolution of the complex economic society that exists today. Included in the study are: commerce, finance, agriculture, industry, and economic fluctuations.

Economics 12—Economic Development of the United States II.

Three hours each week. Credit: three hours second semester.

A continuation of Economics 11, this course provides emphasis on the development of the various industries in the United States with discussion centering on the structure and position of these industries within our modern industrial society. Particular attention is placed on the contributions made by leading figures of the American business world to the economic development of the country.

Economics 21-22—General Economics.

Three hours each week. Credit: three hours each semester.

This course is planned to give a general understanding of the organization of our economic life and the fundamental principles underlying it. The student is introduced to the basic forms of business organization and combination and the elements which determine value and price. The principles and problems involved in the area of business administration, labor relations, monopoly, money and banking, international trade, business fluctuations, and government finance are analyzed and discussed, and some examination is made of programs for economic reform.

Required of all economics majors, and of students with a minor in economics.

The entire course must be completed before credit can be given for either semester.

Not open to first-year students.

Economics 23—Business Law I and II.

Three hours each week. Credit: three hours each semester.

The aim of the course is to give the student an understanding of the main principles of law which govern the daily conduct of business. The topics discussed are contracts, agency, sales, bailments, suretyships, and negotiable instruments. The principles are illustrated by actual cases.

Not open to first-year students.

Offered 1959-1960, and alternate years.

Economics 24—Elements of Marketing.

Three hours each week. Credit: three hours second semester.

Consideration is given to the functions performed in the marketing of goods and the agencies operating in the field of marketing, such as wholesalers, retailers, brokers and other agents, produce exchanges, and transportation and storage agencies. A study of marketing methods and policies involved in sales promotion, merchandising, and advertising is included.

Prerequisite: Economics 21.

Offered 1959-1960, and alternate years.

Economics 25—Elements of Accounting I.

Five hours each week. Credit: three hours first semester.

This course is built up along the lines and methods of modern accounting practice. The subject matter includes: theory of debit and credit, record making, organization of accounts, study of the complete accounting cycle including all types of adjustment, and presentation of financial statements. The semester is given to a consideration of accounting methods and bookkeeping practice applicable to the individual proprietorship.

Not open to first-year students.

Economics 26—Elements of Accounting II.

Five hours each week: Credit: three hours second semester.

Continuation of Accounting I. Methods and practice applicable to the partnership and the corporation are studied. Emphasis is given to cost accounting procedure for the manufacturing enterprise. An introduction to analysis and interpretation of financial statements is included.

Prerequisite: Economics 25.

Economics 31—Money and Banking.

Three hours each week. Credit: three hours first semester.

Following a study of the nature, functions and forms of money, of monetary systems and standards, and of American monetary experience, the development and present structure of the American banking system is discussed, with special emphasis on the commercial banking process and the interaction between commercial and central banking. A comparison is made with foreign systems. Recent developments in the domestic and international field of money and banking are analyzed and discussed.

Prerequisite: Economics 21-22.

Offered 1959-1960, and alternate years.

Economics 32—International Economic Relations.

Three hours each week. Credit: three hours second semester.

In this course consideration is given to the theories, practices and problems in economic relations across national boundaries and between nations and states. Special emphasis is placed upon the tariff problems, and the international agencies for the promotion of international trade. The international economic position of the United States is analyzed and evaluated.

Prerequisite: Economics 21-22. The prerequisite may be waived for mature students.

Offered upon sufficient demand.

Economics 34—Elements of Statistics.

Five hours each week. Credit: three hours second semester.

This course is designed to introduce the student to the elementary statistical methods which are employed in the field of economics and business or related fields. Topics included are collection of data, sampling, tabular and graphic presentation of statistical data, types of averages and deviation, construction of index numbers, and measurement of seasonal, secular, cyclical and irregular changes in economic data, as well as correlation analysis and measurement.

Not open to first-year students.

Offered 1958-1959, and alternate years.

Economics 35—Business Organization and Management.

Three hours each week. Credit: three hours first semester.

This course is a study of the principles and problems involved in organizing and managing business enterprises. Forms and methods

of organization are discussed, and policies of operation for all aspects of management are analyzed, with special emphasis on the management of industrial enterprise. Principles and practices are illustrated throughout by a consideration of actual cases.

Prerequisite: Economics 21-22.

Offered 1958-1959, and alternate years.

Economics 36—Business Finance.

Three hours each week. Credit: three hours second semester.

This course is a study of the basic financial aspects of business enterprises. Major attention is given to the problems and practices as related to the corporate form of business. Questions of financial plans, permanent capital, working capital, management of earnings, and financial expansion and reorganizations are included. Actual cases are used to illustrate the principles and practices involved.

Prerequisite: Economics 21-22 and 25.

Offered 1958-1959, and alternate years.

Economics 40—Public Control of Business.

This course is designed to offer an integrated study of public control of economic activities in various fields of private endeavor. Public policy is treated in the light of motivations, objectives, and administrative procedures. Special emphasis is placed upon the regulation of industrial combinations and public utilities as well as upon the practices that are directed toward the maintenance of a stable economy.

Prerequisite: Economics 21-22. The prerequisite may be waived for mature students.

Offered 1959-1960, and alternate years.

Economics 41—Labor Economics.

Three hours each week. Credit: three hours first semester.

This course is an intensive study of trade-unionism, collective bargaining and public policy in the field of labor relations. Emphasis is placed upon the historical development of the labor movement and the issues involved in the establishment of constructive industrial relations.

Prerequisite: Economics 21-22. The prerequisite may be waived for mature students.

Offered 1958-1959, and alternate years.

Economics 42—Public Finance.

Three hours each week: Credit: three hours second semester.

In this course consideration is given to the principles and techniques involved in government expenditures, government revenues and public borrowing. The application of these principles and techniques by the various governmental units in the United States is studied, with special emphasis on the tax system. Interrelationships of federal, state and local finances are analyzed and discussed.

Prerequisite: Economics 21-22.

Offered 1958-1959, and alternate years.

Economics Seminar.

Two hours each week. Credit: one hour each semester.

The seminar is designed to serve a multifold purpose for majors in the field of Economics and Business. It is the meeting place and clearing house for the development of ideas and mutual aid in the solution of problems relating to general issues in the field of economics. Through the medium of reports and discussions on current projects, developments and problems, the student is expected to synthesize the knowledge gained in particular courses in special areas of economics.

Required of majors in economics during their junior and senior years.

EDUCATION

PROFESSOR LOVE

ASSOCIATE PROFESSOR BAILEY

ASSISTANT PROFESSOR YATES

It is the purpose of the Department of Education to develop a philosophy of education that is applicable to a democracy, to impart a knowledge of educational principles and methods of teaching based on sound psychological and sociological principles, and to equip the student for service as a teacher in the public schools.

Students who expect to teach in the secondary schools will major in the academic subject of their interest. They will take certain courses in the Department of Education required for certification. These are *Education 21* and *Education 34*, or *Education 35*, *Psychology 22* and *Psychology 32*. Music Education majors take *Education 31* and *Education 32*; Physical Education majors, *Education 42*; and academic secondaries, *Education 38*; all take *Education 40*.

Those students planning to teach in the elementary school may major in Elementary Education. This major consists of *Education 21* and either *Education 34* or *Education 35*; *Education 25* and *Education 28*; *Psychology 22* and *Psychology 32*; *Education 36* and *Education 40*. Related courses required for certification and included in the course of study for those seeking elementary certificates are: *English 29*, *History 21-22*, *Political Science 32*, *Geography 13* and *14*; *Music 11-12*, *Physical Education 45-46*. Three hours of Choir credit may be counted in lieu of *Music 11-12*.

Psychology 22 is a prerequisite for *Psychology 32*. Before being eligible for *Education 40* a student must have had the proper course from the following group: *Education 31*, *Education 32*, *Education 36*, *Education 42*, *Education 38*. Whenever possible a student should plan his program far enough ahead

so that it will be necessary for him to carry only 13 hours during the semester of the senior year in which student teaching is done.

All students wishing to do student teaching will file a written request with the head of the Department of Education during the second semester of their junior year.

All students planning to teach Music, Physical Education, or any academic subject on the secondary level, should consult the head of the Department of Education for further information about the requirements for certification.

Education 21—The American Public School.

Three hours each week. Credit: three hours first semester.

This course provides an intensive treatment of the place of the public school in our American democracy. Against the background of the changing American culture, the historical development of the various features of public education is presented, and the impact of historical institutions and ideas on education is pointed out. The social role of the school is emphasized. The course concludes with a vigorous treatment of the problems confronting American educational leadership as it charts its future course. Equally valuable to the teacher or layman who wishes a better understanding of one of America's most valuable institutions.

Education 25—Music for the Elementary School Teacher.

Three hours each week. Credit: three hours first semester.

This course is designed to meet the music teaching needs of elementary teachers. It includes the necessary fundamentals and the various methods used for the presentation of music to children.

Education 28—Drawing and Industrial Arts for the Elementary School Teacher.

Three hours each week. Credit: three hours second semester.

This course includes the fundamentals in drawing and painting, materials for use in elementary schools and industrial arts.

Education 31—Elementary School Music Problems.

Three hours each week. Credit: three hours first semester.

This course is primarily a prerequisite for the practice-teaching course. It includes the methods and materials used throughout the school system, score cards for evaluating progress, formulation of criticisms, visitations, and the organization of teachers' meetings.

Education 32—High School Music Problems.

Three hours each week. Credit: three hours second semester.

This course is a continuation of EDUCATION 31 and includes all phases of high-school music. A study is made of the organization of

glee clubs and choruses, including voice testing, assignment of parts, balance of parts, and selection suitable for various types of high school programs; and of the organization of orchestra and bands, including selections suitable for each.

Prerequisites: Music majors who have covered all major requirements are eligible for Education 32. Other students may enter only by permission of the instructor.

Education 34—Philosophy of Education.

Three hours each week. Credit: three hours second semester.

In this course consideration is given to the nature of educative process, the School as a social and educational institution, and the purpose it is designed to serve in a democracy.

Offered 1958-1959, and alternate years.

Education 35—Measurement and Evaluation in Education.

Three hours each week. Credit: three hours first semester.

This course is a study of mental tests and educational measurements, such as the nature of measurements, the derivation of educational scales, and the development of standardized tests, tests and measurements of ability and achievement in both elementary and high school subjects.

Prerequisite: Education 21.

Education 36—Techniques of Teaching in the Elementary School.

Three hours each week. Credit: three hours second semester.

Emphasis is placed on the selection, organization and presentation of materials used with grades one through eight. Consideration is given to the principles of developing a sound curriculum in the elementary school. Frequent observations in public schools tend to make the course more meaningful.

Education 38—Techniques of Teaching in the Secondary School.

Three hours each week. Credit: three hours second semester.

This course is intended to give the prospective secondary teacher an understanding of the basic principles underlying the educative process in the secondary school. It includes methods employed in the organization of teaching materials in different fields of interest. It includes techniques of adjusting materials and learning aids to the needs of the pupils, and provides the prospective teacher with experience in curriculum construction, classroom organization and management, organization of routine activities such as record keeping, directed study, evaluation, school marks and marking systems. Observation of actual classroom teaching in the student's particular field of interest is an integral part of this course.

Education 40—Observation and Directed Teaching.

Five hours each week. Credit: three hours either semester.

Observation and directed teaching in the public schools will be supervised by the co-operating teachers and the head of the Department of Education. After sufficient observation and participation a minimum of forty-five hours will be spent in actual teaching. Discussions will be held and criticisms offered as the need arises. A fee, paid by the student, is charged for student teaching.

Prerequisite: One course from among the following: Education 31, Education 32, Education 36, Education 38, Education 42.

Education 42—Methods in Health and Physical Education.

Three hours each week. Credit: three hours second semester.

Materials and methods used in teaching health and physical education in public schools and colleges.

Psychology 22—Child Psychology.

Three hours each week. Credit: three hours second semester.

(See course outlined under *Psychology 22*, Department of Psychology.)

Psychology 32—Educational Psychology.

Three hours each week. Credit: three hours second semester.

(See course outlined under *Psychology 32*, Department of Psychology.)

Prerequisite: Psychology 22.

ENGLISH

PROFESSOR FURNAS, ASSOCIATE PROFESSOR IVES AND ASSISTANT
PROFESSORS WEIS, MARLETTE, DAVIS AND DEAGON

A student majoring in English is expected to acquire an adequate knowledge of English and American literature, and the ability to use the English language in a creditable fashion, with some feeling for style. This aim should be achieved by voluntary reading as well as by taking regular courses. A course in English history must be taken as early as possible.

A major in English literature should include Courses 15, 16, 25, 26, 33, 35, 36, 45, and 46, and Seminars 41 and 42. The courses are arranged in the order of increasing difficulty in language as well as in other ways so that each course is more or less a prerequisite for those which follow.

They should, therefore, be taken just as nearly in the order suggested as is possible; at any rate, the first four must be taken before the last four, and *English* 35 and 36 before the last two. A student who wants to take American Literature may substitute *English* 23-24 for *English* 15 and 16, or 25 and 26. At least one semester of American literature is required by the State of North Carolina for high school teachers of English.

Majors in the department are expected to pass a comprehensive examination over the whole field about March first of their senior year. This is regularly an hour oral examination given by three or four instructors, but may include a written or printed examination. Preparation for it should include review of courses taken, filling in between courses, matters of meter, and principles of structure in the different literary forms.

Related courses for the English major may be in education, a foreign language (often useful in high school teaching), philosophy, Biblical literature, history and writing or spoken English of any sort.

English As a Tool

At the end of the course in first-year English, students will be expected to have attained the ability to use the English language as an effective tool in both written and spoken form. Not stylistic or artistic ability, but correctness in manuscript, spelling, punctuation, paragraphing, and the preparation of reports with properly referred authorities and a bibliography will be required. This ability is tested by a comprehensive examination in English, which must be passed in order to receive credit for *English* 11.

Period Courses

English 15—Recent Literature. (Since 1914).

Three hours each week. Credit: three hours first semester.

English 16—Victorian Literature: Tennyson, Browning and Others.

Three hours each week. Credit: three hours second semester.

English 25—The Romantic Revival.

Three hours each week. Credit: three hours first semester.

English 26—The Neoclassical Age.

Three hours each week. Credit: three hours second semester.

English 35—Milton and His Age.

Three hours each week. Credit: three hours first semester.

English 36—Shakespeare.

Three hours each week. Credit: three hours second semester.

English 45—Spenser and His Age.

Three hours each week. Credit: three hours first semester.

English 46—Chaucer and His Age.

Three hours each week. Credit: three hours second semester.

English Seminar 41-42—Old English Literature in Translation and the Book of John in Old English.

Two hours each week. Credit: one hour each semester.

Courses in Writing**English 10—Refresher and Training in Basic English Composition.**

Three hours the second semester. No credit. Required of any student deficient in writing.

English 11-12—English Composition.

Three hours each week. Credit: three hours each semester.

One section of English 11 will be offered in the second semester when necessary.

English 37—Creative Composition.

Two hours each week. Credit: two hours first semester.

An advanced course in professional, artistic writing, with a large amount of practice. A student may have credit for two semesters of creative writing, but is advised not to take both the same year. Students interested in advanced journalistic writing may sign for this course.

This course will be offered in the second semester when necessary.

Offered 1959-1960, and alternate years.

Courses in Spoken English**English 17—Public Speaking.**

Three hours each week. Credit: three hours each semester.

Given each semester.

English 27-28—Play Production.

Three hours each week. Credit: three hours each semester.

Survey Courses**English 21—Western World Literature.**

Three hours each week. Credit: three hours first semester.

(See cultural resources courses.) Required of all students.

One section will be given the second semester when necessary.

English 24—American Literature.

Three hours each week. Credit: three hours second semester.

English 33-34—English Literature.

Three hours each week. Credit: three hours each semester.

Miscellaneous**English 29—Children's Literature.**

Three hours each week. Credit: three hours first semester.

English 10—Review Grammar.

This is a non-credit course. It is designed and is mandatory for students who have failed the comprehensive examination in English. Upon the recommendation of two faculty members in conference with the chairman of the English Department other students may be assigned to take this course.

English Seminar 31-32.

Two hours each week. Credit: one hour each semester.

Advanced papers and reports on literary problems. A student majoring in English must take English Seminar 41-42 and should take also Seminar 31-32.

English 38—Classical Mythology.

Three hours each week. Credit: three hours second semester.

English 39—Advanced English Grammar.

Three hours each week. Credit: three hours first semester.

A course in functional grammar designed for those preparing to teach English in public schools and for those who wish a review of essentials in syntax, punctuation and usage. See English 10.

English 47—The Law and Technique of the Drama.

Credit: three hours, in Summer School only.

FOREIGN LANGUAGES

ASSOCIATE PROFESSOR HILTY, ASSISTANT PROFESSOR
DEAGON AND INSTRUCTORS HUNT AND FEAGINS

In French or Spanish, 24 hours beyond the beginning course are required for a major. A student who majors in one modern language must study, in addition, two years of another; and if he has no credits to offer in any classical language, it is suggested that he study *Greek* 11-12 or *Latin* 11-12 elementary course. History or English is recommended as a related subject.

French

French 11-12—Elementary Course.

Three hours each week. Credit: three hours each semester.

French 13-14—Intermediate Course.

Three hours each week. Credit: three hours each semester.

Prerequisite: French 11-12, or an accredited two-year high school course.

French 21-22—Survey of French Culture.

Three hours each week. Credit: three hours each semester.

Prerequisite: French 13-14, or equivalent.

French 33-34—Advanced Course, primarily for language majors.

Three hours each week. Credit: three hours each semester.

Prerequisite: French 13-14, or equivalent.

French 41—Sixteenth Century Literature.

Three hours each week. Credit: three hours first semester.

Offered 1959-1960, and alternate years.

French 42—Seventeenth Century Literature.

Three hours each week. Credit: three hours second semester.

Offered 1959-1960, and alternate years.

French 45—Eighteenth Century Literature.

Three hours each week. Credit: three hours first semester.

Offered 1958-1959, and alternate years.

French 46—Nineteenth Century Literature.

Three hours each week. Credit: three hours second semester.

Offered 1958-1959, and alternate years.

German**German 11-12—Elementary Course.**

Three hours each week. Credit: three hours each semester.

German 13-14—Intermediate Course.

Three hours each week. Credit: three hours each semester.

Prerequisite: German 11-12, or an accredited two-year high school course.

German 21-22—Survey of German Literature.

Three hours each week. Credit: three hours each semester.

Offered 1959-1960, and alternate years.

German 31—Scientific German.

Three hours each week. Credit: three hours first semester.

Offered 1958-1959, and alternate years.

German 34—German Conversation and Composition.

Three hours each week. Credit: three hours second semester.

Offered 1958-1959, and alternate years.

Greek**Greek 11-12—Introduction to Greek Language and Literature.**

Three hours each week. Credit: three hours each semester.

This will be Attic Greek (or New Testament Greek according to the demand). (With sight-reading in the N. T.)

Offered 1958-1959, and alternate years.

Greek 13-14—Intermediate Course.

Three hours each week. Credit: three hours each semester.

Offered 1959-1960, and alternate years.

Prerequisite: Greek 11-12.

Latin

Latin 11-12—Introduction to Latin Language and Literature.

Three hours each week. Credit: three hours each semester.

Offered 1959-1960, and alternate years.

Latin 13-14—Intermediate Course.

Three hours each week. Credit: three hours each semester.

The course is divided so that the first semester is given to the study of Latin prose, including Caesar, Cicero, and Pliny, and the second semester to Latin poetry, including Virgil's Aeneid.

Prerequisite: Latin 11-12, or an accredited two-year high school course.

Offered 1958-1959, and alternate years.

Spanish

Spanish 11-12—Elementary Course.

Three hours each week. Credit: three hours each semester.

Spanish 13-14—Intermediate Course.

Three hours each week. Credit: three hours each semester.

Prerequisite: Spanish 11-12, or an accredited two-year high school course.

Spanish 21-22—Survey of Spanish Culture: Iberian and American.

Three hours each week. Credit: three hours each semester.

Offered 1959-1960, and alternate years.

Spanish 31-32—Advanced Course in Conversation and Composition.

Three hours each week. Credit: three hours each semester.

Prerequisite: Spanish 13-14, or equivalent.

Offered 1958-1959, and alternate years.

Spanish 41-42—Siglo de oro.

Three hours each week. Credit: three hours each semester.

Prerequisite: Spanish 13-14, or equivalent.

Offered 1959-1960, and alternate years.

Spanish 45—Nineteenth Century Literature.

Three hours each week. Credit: three hours first semester.

Prerequisite: Spanish 13-14.

Offered 1959-1960, and alternate years.

Spanish 46—Contemporary Spanish-American Literature.

Three hours each week. Credit: three hours second semester.

Prerequisite: Spanish 13-14.

Offered 1959-1960, and alternate years.

GEOGRAPHY**Geography 13—Elements of Geography.**

Three hours each week. Credit: three hours first semester.

Designed as an introduction into the field of geography, the course deals with the earth in its planetary relations, its representation on maps, with climatic elements and types of climates, soils, and surface features. Special attention is given to the manifold aspects of man's adaptation to his physical environment. Exercises in mapping and location of places are included.

This course is intended especially for majors in elementary education.

Geography 14—Regional Geography.

Three hours each week. Credit: three hours second semester.

This course involves a study of the world's major regions against the background of their natural, cultural, and economic environments. Special emphasis is placed upon the regionally prevailing types of production, their social implications, and the problems associated with the development of important potential resources.

This course is intended especially for majors in elementary education.

GEOLOGY**Geology 21-22—General Geology.**

Classroom, laboratory, and field work. Three lectures and three hours laboratory each week. Credit: four hours each semester.

This course will include.

1. A brief study of astronomic and physiographic geology.
2. An investigation of the more common minerals and rocks.
3. An understanding of the formation, transportation, deposition, and the resolidification of sediment through the action of the atmosphere, wind, water, rivers, glaciers, and oceans. Study of topographic maps.
4. A brief study of structural and historical geology.

HEALTH AND PHYSICAL EDUCATION

The work in the Department of Health and Physical Education is in two divisions, one for men and one for women. Each student is required to make eight hours credit in this department before graduation, with the limitation that one hour must be made each semester that the student is in residence.

It is recommended by the department and the college physicians that all new students have typhoid and smallpox vaccinations before they enroll.

A major in Physical Education is offered for men.

HEALTH AND PHYSICAL EDUCATION FOR MEN

DIRECTOR OF MEN'S PHYSICAL EDUCATION MAYNARD,
DIRECTOR OF ATHLETICS APPENZELLER AND
INSTRUCTOR SHOAF

It is the aim of this department to develop the organic systems of the individual and maintain a state of development that will assure maximum efficiency at all times; to create interest in and a favorable attitude toward physical activity of the recreational type; to develop sufficient skill in a number of activities that the individual may use throughout life; to develop attitudes, standards, and ideals so that the individual may be of service to society and get the greatest satisfaction out of life.

The program of the Department of Physical Education consists of four divisions:

(a) The intercollegiate sports, which are football, basketball, baseball, track, tennis and golf.

(b) The intramural program, which is made up of the following activities: tag football, basketball, softball, tennis, volleyball, badminton, horseshoes, golf pitch, track, and ping-pong.

(c) The required program, which consists of instruction in hygiene and the activities connected with physical education and practice in these fields. All students are required to provide themselves with gym shoes and a gym uniform.

(d) The academic courses which lead to a major in Physical Education, or a minor; enabling young men to prepare themselves for high school coaching positions or similar work in athletics at industrial plants or Y.M.C.A.'s.

Each student is given a thorough physical examination and is placed in those activities which are in keeping with his physical condition.

It is recommended that all students interested in completing a major or a minor in Physical Education confer with the Physical Education Department for details on the correct courses to take.

Physical Education 17-18M—A Service Course for Freshmen.

Three hours each week. Credit: one hour each semester.

This course offers fundamental skills in individual and team sports according to the sport in season.

Required of all freshmen.

Physical Education 23-24M—A Service Course for Sophomores.

Three hours each week. Credit: one hour each semester.

Fundamental and advanced skills in team sports and individual sports throughout the year.

Required of all sophomores.

Physical Education 39-40M—A Service Course for Juniors.

Three hours each week. Credit: one hour each semester.

Required of all juniors.

Physical Education 43-44M—A Service Course for Seniors.

Three hours each week. Credit: one hour each semester.

Required of all seniors.

Physical Education 15M—Personal Hygiene.

Three hours each week. Credit: three hours first semester.

This course aims to give the student a knowledge of the systems of the body, and instill into the student the proper attitude toward the human body that will result in a more wholesome life for the individual. This course is set up to give the student majoring in physical education a basic knowledge of health and hygiene.

Physical Education 16M—Community Hygiene.

Three hours each week. Credit: three hours second semester.

This course contains material on health as related to the whole community, such as, sanitation of the water supply, occupational and environment health hazards, health agencies and their work. This course is another basic health education course for the major in Health and Physical Education. A standard Red Cross course is included.

Physical Education 25M—Principles of Health and Physical Education.

Three hours each week. Credit: three hours first semester.

This course contains the need and purpose of health education, the healthful school, aspects of school health service, school and community co-operation for health, the curriculum in health education and foundations of method in health. The student is given a thorough knowledge of the background of physical education showing the way in which physical education is organized on various other fields of study.

Physical Education 26M—Organization and Administration of Physical Education and Athletics in Public Schools and Colleges.

Three hours each week. Credit: three hours second semester.

It is the aim of this course to acquaint the student with the various problems that confront a coach or athletic director in his work. Problems of schedule making, equipment buying and legal aspects are among those included.

Physical Education 27M—Recreational Games for Teachers in Public Schools and Colleges.

Two hours each week. Credit: two hours first semester.

Offered to majors and minors in Health and Physical Education, beginning their sophomore year.

Physical Education 28M—Theory, Technics and Skills in the Coaching of Basketball, Track and Field Events.

Two hours each week. Credit: two hours second semester.

Offered to majors and minors in Health and Physical Education, beginning their sophomore year.

Physical Education 29M—Theory, Technics and Skills in the Coaching of Football.

Two hours each week. Credit: two hours first semester.

Offered to majors and minors in Health and Physical Education, beginning their junior year.

Physical Education 30M—Methods, Materials and Practice in Tumbling, Gymnastics, and Wrestling.

Two hours each week. Credit: two hours second semester.

Offered to majors and minors in Health and Physical Education, beginning their sophomore year.

Physical Education 37M—Methods, Materials and Practice in Soccer, Speedball, Swimming, Volley Ball, and Badminton.

Two hours each week. Credit: two hours first semester.

Offered to majors and minors in Health and Physical Education, beginning their sophomore year.

Offered 1959-1960, and alternate years.

Physical Education 38M—Skills, Technics and Methods in Coaching Baseball.

Two hours each week. Credit: two hours second semester.

Offered to majors and minors in Health and Physical Education, beginning their sophomore year.

Physical Education 35M—Individual and Corrective Physical Education.

Three lectures and two hours of laboratory each week.

Credit: four hours first semester.

In this course, the student is made familiar with various methods of treating athletic injuries as well as several programs of corrective exercises for public schools and colleges.

Open only to Juniors and Seniors majoring in Physical Education.

Offered 1958-1959, and alternate years.

Physical Education 36M—Evaluation and Measurements in Health and Physical Education.

Three hours each week. Credit: three hours second semester.

This course contains numerous tests that measure various phases of a health and physical education program. The course will disclose tests of strength, cardiovascular conditions, nutritional appraisal, sports ability, motor ability, posture appraisal, sports knowledge, and other areas.

Offered 1958-1959, and alternate years.

Open only to Juniors and Seniors majoring in Physical Education.

Physical Education 47M—Anatomy (Human).

Three hours each week. Credit: three hours first semester.

This course offers a study of the bones, the muscles, the nerves, and the various organs of the human body according to structure.

Offered 1959-1960, and alternate years.

Open only to Juniors and Seniors majoring in Physical Education.

Physical Education 48M—Physiology.

Three hours each week. Credit: three hours second semester.

This course offers a study of the various systems of the body from a functional standpoint.

Offered 1959-1960, and alternate years.

Open only to Juniors and Seniors majoring in Physical Education.

HEALTH AND PHYSICAL EDUCATION FOR WOMEN

ASSISTANT PROFESSOR FORTENBERRY
INSTRUCTOR UPCHURCH

It is the purpose of the department of physical education for women to provide activity for all women students, to offer instruction in activities suitable for use in leisure time, to select activity through which may be developed improvement in neuro-muscular co-ordination, to encourage activity which provides for maximum organic efficiency, and to promote attitudes of individual and group co-operation.

The student is given a medical examination each year and activities are adjusted to the individual on the basis of results of this examination.

All students are required to provide themselves with tennis shoes and two regulation gym suits. These may be purchased in the fall at Guilford College.

Extra-curricular activities in this field are initiated, planned and executed by the cabinet of the Woman's Athletic Association in co-operation with this department.

Physical Education 11-12W—A Service Course for Freshmen.

Three hours each week. Credit: one hour each semester.

The student is introduced to a varied program of activity including individual sports, team sports, rhythms, stunts, gymnastics, and self-testing activities.

Required of all freshmen.

Physical Education 21-22W—A Service Course for Sophomores.

Three hours each week. Credit: one hour each semester.

The student may elect from the activities introduced in the Freshman Service Course, the activity in which she would like additional instruction and participation.

Required of all sophomores.

Prerequisite: Physical Education 11-12.

Physical Education 31-32W—A Service Course for Juniors.

Three hours each week. Credit: one hour each semester.

The student may elect from the activities introduced in the Freshman Service Course, the activity in which she would like additional instruction and participation. Not more than two semesters of any one activity may be presented for credit.

Required of all juniors.

Prerequisite: Physical Education 11-12.

Physical Education 41-42W—A Service Course for Seniors.

Three hours each week. Credit: one hour each semester.

The student may elect an activity in which she would like additional instruction and participation. Not more than two semesters of any one activity may be presented for credit.

Required of all seniors.

Prerequisite: Physical Education 11-12.

Physical Education—19-20W—Individual Physical Education.

Three hours each week. Credit: one hour each semester.

This course, for students so advised by the college physician, is taken in place of regular physical education classwork. Activity is determined on the basis of individual need.

Required of all students advised by the college physician to substitute limited activity for regular physical education.

Physical Education 13W—Personal Hygiene.

One hour each week. Credit: one hour first semester.

A course designed to place before the student functional information on health which will enable her to determine well-balanced standards of living with concern for herself, the immediate group in which she lives, and her community.

Required of all freshmen.

Physical Education 36W—Leadership in Recreation.

Two hours each week. Credit: two hours second semester.

Attitudes and skills for leadership; procedures and practice in conducting group recreation; survey of materials available. An elective course open to all students who have interest in developing skills for recreational leadership.

Offered 1959-1960, and alternate years.

Physical Education 45W—Practices and Procedures for Health in Elementary Schools.

Two hours each week. Credit: two hours first semester.

A study of concepts of health; qualifications of health education leaders; age level characteristics; scope of health education; school environment; health service in the school; related health agencies; health instruction; testing outcomes in health education. Required by the State Department of Public Instruction for certification as an elementary school teacher.

Offered 1958-1959, and alternate years.

Physical Education 46W—Practices and Procedures for Physical Education in Elementary Schools.

Two hours each week. Credit: two hours second semester.

An application of the principles of physical education in the elementary school; introduction to and practice of teaching techniques; practice in administering the state course of study for physical education in elementary schools; activities suitable to minimum space and equipment. Required by the State Department of Public Instruction for certification as an elementary school teacher.

Offered 1959-1960, and alternate years.

HISTORY

PROFESSOR NEWLIN

ASSISTANT PROFESSOR BURROWS

The courses in this department are designed with the dual objectives offering a variety of studies in history which will give a wide range of choice to students who wish to gain a knowledge of that field of history which is most directly related to the subject of their primary interest; and of providing a sound background for the student who wishes to become a teacher of history or to continue his study of history in graduate school.

A major in history consists of *History* 13-14, 21-22, two semesters of seminar and twelve additional hours selected carefully from other courses offered, at least six hours of which must be chosen from the following: *History* 41-42, 43, 44, 45, and 46. All history majors are expected to take the required core curriculum history course, *History* 37-38; and are encouraged to plan their program of related courses with care to supplement their knowledge in that particular field of history in which they may be interested. Courses in economics, political science, literature and sociology are especially recommended as providing rich possibilities for a very well worked out and complete course of study.

Majors in the department are expected to pass a com-

prehensive examination covering their four-year course of study of history about March of their senior year.

History 13-14—Modern Europe.

Three hours each week. Credit: three hours each semester.

In this general survey of the history of Modern Europe the period from 1500 to 1870 is covered during the first semester and the period from 1870 to the present time during the second semester. The origin and growth of the modern states, the great intellectual, political and economic revolutions, the impact of Europe on the rest of the world, and the causes and effects of the world wars are given special attention.

Required of history majors, and should be taken in freshman year.

History 21-22—The History of the United States.

Three hours each week. Credit: three hours each semester.

A general history of the United States from its colonial beginnings to its emergence as a major world power, stressing primarily political developments, yet devoting considerable attention to social and economic factors and institutions as essential aspects of the life of the nation. The first semester takes the study up to 1877.

Required of history majors, and should be taken in sophomore year.

History 23—England to 1700.

Three hours each week. Credit: three hours first semester.

A general study of the history of England, the nation in formation, from the early conquests to the last of the Stuarts, with particular emphasis upon the evolution of political institutions, but also including attention to major social and economic developments.

Offered 1958-1959, and alternate years.

History 24—The British Empire: 1700 to the Present.

Three hours each week. Credit: three hours second semester.

The transition of the island nation into a world empire—the development of imperial organization, the struggle for imperial supremacy, the effect upon internal developments, and the impact upon world affairs.

Prerequisite: History 23.

Offered 1958-1959, and alternate years.

History 25-26—Latin America.

Three hours each week. Credit: three hours each semester.

The purpose of this course is to study the main features of the history of Latin American from 1492 to the present time. In successive stages the study will cover: exploration and conquest, the richest of all Indian civilizations, empire building, the long period of European control, transition from colony to statehood, and struggle for national stability. In the course of the study the resources and

major social and economic problems of the various states will find their proper places alongside the political developments. Special attention will be given to the history of the Twentieth Century. The major forces which agitate national and international affairs and the place of Latin America in world affairs will be stressed.

Offered 1959-1960, and alternate years.

History 34—North Carolina.

Three hours each week. Credit: three hours second semester.

This is a general history of North Carolina from the period of exploration to the present day. Colonial foundations, separation from England, the establishment of the commonwealth, slavery, reconstruction, constitutional reforms, educational development, and recent economic developments will be studied with care. It is the desire to see many of the important problems and developments in their national perspective.

Offered upon sufficient demand.

History 35—The Far East in the Modern World.

Three hours each week. Credit: three hours first semester.

An appreciation of the impact of the Western powers on the Eastern countries is a major objective of this course. Political and economic penetration, international rivalries and their effects on the East, and the long struggle of the East for freedom from Western control are given special attention.

Offered 1958-1959, and alternate years.

History 37-38—A History of Civilization.

Three hours each week. Credit: three hours each semester.

An attempt to develop an appreciation of history as a cultural resource diluting ethnocentrism, and of the importance of the historical aspect of all modern culture. The main features of this course are a clarification of definitions, a recognition of the development of different great cultures, each valuable in its own light, the tracing of salient features of the rise of Western Civilization, and an appraisal of some factors of an emerging World Civilization. The first semester especially emphasizes the classical and medieval foundation of Western Civilization, and the second semester deals with the major developments toward a World Civilization since approximately 1500.

*Required of all students—see cultural resources program.
To be taken in junior year.*

History 41-42—The Foreign Policy of the United States.

Three hours each week. Credit: three hours each semester.

The purpose of this course is to make a general survey of the history of the foreign policy of the United States, and to give a clear understanding of the organization and constitutional provisions for the conduct of foreign relations and to show how foreign policies are formulated and controlled. Many of the foreign policies which have

been most important in the history of the country will be subjected to detailed study.

Prerequisite: History 21-22.

Offered 1958-1959, and alternate years.

History 43—The Age of the Renaissance.

Three hours each week. Credit: three hours first semester.

A study of social, religious and economic conditions of medieval Europe, stressing the age of the Renaissance, its political, cultural, and ecclesiastical development leading to the era of discovery and colonization.

Offered 1959-1960, and alternate years.

History 44—Sixteenth and Seventeenth Century of Europe.

Three hours each week. Credit: three hours second semester.

A study of the history of Europe through the early modern period covering the Reformation, the Counter-Reformation, the rise of national states, commercial expansion, development of the balance of power principle. Special attention will be given to the Reform movement in the 16th century.

Offered 1959-1960, and alternate years.

History 45—Europe Since 1914.

Three hours each week. Credit: three hours first semester.

This advanced course in European History is expected to give the student a knowledge of the economic, political, and social forces which have been determining factors in the major developments of the history of Europe during the past half century. Contemporary events and trends are studied in their global context.

Prerequisite: History 13-14.

Offered 1959-1960, and alternate years.

History 46—The United States Since World War I.

Three hours each week. Credit: three hours second semester.

An intensive historical analysis of the impact of the emergence of the United States as a world power upon the development of its political, economic, social, and cultural institutions.

Prerequisite: History 13-14 and History 21-22.

Offered 1959-1960, and alternate years.

History Seminar.

Two hours each week. Credit: one hour each semester.

First semester required of all majors during Junior Year.

POLITICAL SCIENCE

PROFESSOR NEWLIN

ASSISTANT PROFESSOR POLHEMUS

Political Science 21—Principles of Political Science.

Three hours each week. Credit: three hours first semester.

This course seeks to familiarize the student with the nomenclature and basic principles of political science. It treats the nature, origin, and evolution of the state and the functions of government.

Political Science 32—American Government: National.

Three hours each week. Credit: three hours second semester.

This course is designed to give the student a general knowledge of the organization and functioning of the National Government of the United States. The background and establishment of the National Government and of the federal system, the organization and functioning of the various departments and commissions of government, the division of powers in the federal system, and the role of the individual in the governing process are stressed. It is recommended that a student take HISTORY 21 before taking this course.

Political Science 34—International Organization.

Three hours each week. Credit: three hours second semester.

This course is designed to give the student a knowledge of the evolution of international organization as it exists today. The main subjects for study are the influence of international law, diplomacy, international conferences, private international organizations, international administration, organization for peaceful settlement of disputes, the League of Nations, and the United Nations Organization.

Offered 1959-1960, and alternate years.

Political Science 35—American Constitutional Development.

Three hours each week. Credit: three hours first semester.

A study of the development of the American Constitution through judicial interpretation, related to the changing political, social and economic problems of the United States. Definitive Supreme Court cases which have shaped the course of development will serve as the primary basis of study.

Offered 1959-1960, and alternate years.

Political Science 36—Contemporary Political Thought.

Three hours each week. Credit: three hours second semester.

This course is designed to give an understanding of leading political doctrines of the nineteenth and twentieth centuries which have had major influences in shaping the issues and conflicts of the modern world and is an analysis of the development of the main currents

of Western political thought, studied through the writings of famous political thinkers who have had the greatest influence in shaping modern ideas and institutions, with special reference to the central issue of reconciling individual liberty with social control.

Offered 1958-1959, and alternate years.

Political Science 37—State and Local Government in the United States.

Three hours each week. Credit: three hours first semester.

This course is designed to acquaint the student with the organization, fields of work, and administrative methods of Government in the states, counties, cities, and towns of the United States.

Offered 1958-1959, and alternate years.

HOME ECONOMICS

ASSISTANT PROFESSOR MARTIN

The Department of Home Economics aims to approach the problems of homemaking from a cultural as well as a practical point of view. The courses provide a background in the fundamental and scientific methods in this field.

Home Economics 11—Housing and Home Furnishing.

Two lectures and three hours of laboratory work each week.

Credit: three hours first semester.

In this course a study is made of essentials of house selection, planning, and furnishing from the standpoint of health, economy, comfort and beauty.

Offered 1959-1960, and alternate years.

Home Economics 12—Clothing and Textiles.

One lecture and six hours of laboratory each week.

Credit: three hours second semester.

Fundamental principles in the selection, and purchase of textiles and ready-made garments; use of commercial patterns and construction of simple garments to suit one's individual need.

Offered 1959-1960, and alternate years.

Home Economics 12—Foods and Nutrition.

One lecture and six hours of laboratory each week.

Credit: three hours first semester.

A study of the principles involved in selection, and purchase of foods and in planning, preparation, and serving of family meals.

Offered 1958-1959, and alternate years.

Home Economics 24—Family Economics—Home Management.

Two lectures and three hours of laboratory work each week.

Credit: three hours second semester.

Organization and management of household activities, time, energy, and income; problems and principles involved in selection and purchase of household equipment.

Offered 1958-1959, and alternate years.

MATHEMATICS

PROFESSORS PURDOM AND LJUNG

ASSOCIATE PROFESSOR OTT

INSTRUCTORS SEABOLT, LEWIS AND SPARROW

The Department of Mathematics offers courses planned to meet the needs of three types of students: (1) those who enjoy mathematics for its own sake; (2) those whose intended vocation requires mathematical skills; and (3) those whose only need for mathematics is to become well educated persons in our quantitative civilization. Students of this last type are usually satisfied with six hours of mathematics—the minimum required of all candidates for a degree. This requirement may be met by passing *Mathematics 11-14*, or *Mathematics 13-15*, but the sequence *Mathematics 13-14* is planned specifically for such students and should be preferable to them.

Students of the first two types usually make mathematics their major or related subject. They should take *Mathematics 11-12*, 15, and 18 their freshman year. Students majoring in mathematics are required to take one year of physics in addition to 24 hours in mathematics exclusive of *Mathematics 14*. *Economics 34* (Elements of Statistics) may be included in a mathematics major.

The student intending to work toward a graduate degree in mathematics is advised to acquire a reading knowledge of French and German while still an undergraduate.

No one may receive credit for both *Mathematics 11* and *Mathematics 13*.

Mathematics 11-12—College Algebra.

Three hours each week. Credit: three hours each semester.

The first semester includes the necessary review of algebraic operations but stresses the application of linear, fractional, quadratic, and variation equations to problem solving. Additional topics are irrational equations, exponential equations, logarithmic computation, and logarithmic equations. The second semester continues with properties of

determinants, inequalities, complex numbers, theory of polynomial equations, simultaneous quadratics, permutations, combinations, probability, mathematical induction, progressions, compound interest and annuities, partial fractions.

Mathematics 13-14—Freshman Mathematics.

Three hours each week. Credit: three hours each semester.

The use of logarithms, the solution of linear and quadratic equations and simultaneous linear equations, the solution of right and oblique triangles. Simple algebraic, trigonometric, and exponential functions, their graphs, and their application to the description and prediction of natural and social phenomena. Special consideration is given to certain statistical concepts and to the mathematics of investment.

Mathematics 15—Trigonometry.

Three hours each week. Credit: three hours first semester.

Plane trigonometry including the use of logarithms in the solution of right and oblique triangles but also stressing properties of the trigonometric functions, their inverses, their graphs, identities, and equations.

Prerequisite: $1\frac{1}{2}$ units of high school algebra or Mathematics 13 or current registration in Mathematics 11.

Mathematics 18—Plane Analytic Geometry.

Three hours each week. Credit: three hours second semester.

Customary topics of plane analytic geometry treated primarily as preparation for the calculus and the sciences.

Prerequisite: Mathematics 11, 15, and registration in Mathematics 12 or equivalent progress.

Mathematics 21—Calculus I.

Three hours each week. Credit: three hours first semester.

Fundamental concepts of differential and integral calculus; technique of differentiation.

Mathematics 22—Calculus II.

Three hours each week. Credit: three hours second semester.

Applications of differentiation, formal integration, and applications of integration.

Prerequisite: Mathematics 21.

Mathematics 35—Theory of Equations.

Three hours each week. Credit: three hours first semester.

The solution of polynomial equations by trial, by radicals, and by Horner's method; transcendental equations by graphing and by Newton's method. Sturm functions, discriminants, and eliminants. Properties of determinants, rank of a matrix, linear dependence and consistency of m linear equations in n unknowns.

Prerequisite: Mathematics 21.

Mathematics 36—Solid Analytic Geometry.

Three hours each week. Credit: three hours second semester.

Points, curves and surfaces as represented in three dimensional co-ordinate systems. Determinants and matrices are utilized in the study of systems of surfaces, transformations, and the general quadric surface.

Prerequisite: Mathematics 35 or consent of the department.

Mathematics 41—Advanced Calculus.

Three hours each week. Credit: three hours first semester.

Ability to differentiate and integrate the familiar functions of one variable is presupposed, but the definitions of derivative, differential, and Riemann integral are reviewed and made more rigorous. The major portion of the course is devoted to functions of several variables including such topics as partial derivatives, directional derivatives, multiple and line integrals, Jacobians, and vector operators.

Prerequisite: Mathematics 22.

Offered upon sufficient demand.

Mathematics 42—Differential Equations.

Three hours each week. Credit: three hours second semester.

A course for majors in mathematics or the natural sciences, seeking to develop mathematical maturity and resourcefulness in solving problems by the methods of differential equations.

Prerequisite: Mathematics 22.

Offered 1958-1959, and alternate years.

MUSIC

ASSOCIATE PROFESSOR BAUMBACH
ASSISTANT PROFESSOR DARNELL AND
INSTRUCTOR LJUNG

The Department of Music offers the Bachelor of Arts degree for all students who wish to emphasize music in a program of liberal arts study. This degree may be obtained with a major concentration in instruments (piano, organ, violin, etc.), voice, or music education. The latter also prepares the student for the North Carolina "A" grade certificate for public and high school teachers.

Any student may take lessons on any instrument or in voice either as an extra-curricular activity or an applied music minor, without any prerequisite except in organ, the study of which may be begun after the student has attained grade 6 in piano.

The entrance requirements for candidates for the A.B. degree in music are the same as those for other major subjects.

In addition, talent tests will be given and students must give sufficient evidence of musical aptitude to make the course profitable. More specific requirements are stated in the applied music section.

Participation in some form of ensemble is required of all candidates for a music degree. At the discretion of the head of the music department, a student may be required to participate in more than one ensemble. All voice majors must belong to a choral ensemble four years. Music Education majors must belong to a choral ensemble three years and may elect either choir or an instrumental ensemble during the fourth year. Piano and organ majors must belong to a choral ensemble four years unless proficiency on another instrument makes them eligible for an instrumental ensemble. Music majors are required to attend all recitals sponsored by the Music Department.

With the major concentration in instruments or voice, the student must take at least eighteen hours of related subjects for a minor, in addition to the required tool and cultural resources courses. These may be chosen from the departments of English, foreign languages, philosophy, religion or, by special permission, from some other department. For this major, the student should take music 11-12, 15-16, and 17-18 in the first year, *Music* 21-22 in the second, *Music* 31-32 in the third, and *Music* 33-34 and 41-42 in the last year. Lessons for majors in the field are outlined in the applied music section.

With the major concentration in music education, the student must take at least eighteen hours of related subjects from the Department of Education for a minor, in addition to the required tool and cultural resources courses. The student should take *Music* 11-12, 15-16, and 17-18 in the first year, *Music* 21-22 in the second, and *Music* 33-34 and 41-42 in the third and fourth year.

Music Education majors must choose at least one major and one minor applied music subject. A minimum of twelve semester hours credit must be earned in the major applied music subject; a minimum of six semester hours credit in a minor applied music subject. If the major applied music subject is piano or voice, the student must take private or class instruction in the applied music minor beginning in the freshman year and continuing until six semester hours credit have been earned. If the major applied music subject is an orchestral instrument, the student must take piano lessons beginning in the freshman year, and, in addition, must take private or class instruction in one other instrument or in voice beginning in the sophomore year, until a total of nine semester hours credit have been earned.

Music Education majors with an applied music major in:

piano must complete grade 7 in piano and grade 2 in voice; voice must complete grade 5 in piano and grade 3 in voice; or orchestral instrument must complete grade 4 in piano and grade 2 in voice or one other instrument, and grade 3 in their major instrument.

Music History majors are required to attain grade seven in piano. The requirements, otherwise, are like those of the major in instruments plus an advanced course in music history and literature.

Music Theory majors: Any student who has completed two years in any music course and has received a grade of B or better in *Music* 15-16, 21-22 and 17-18 is eligible for this major. The requirements are those of the major in instruments, except that the student need attain only grade 7 in piano and may take a course in orchestration or counterpoint, or both.

MUSIC

Music 11-12—Music Appreciation.

First semester: Two hours class and one hour laboratory each week. Second semester: One hour class and two hours laboratory each week. Credit: Two hours each semester.

A survey of the literature of music, designed to give the student a deeper understanding of the value of music in everyday life.

Open to all students.

Music 15-16—Elementary Theory.

Three hours each week. Credit: three hours each semester.

A study of the rudiments of music, its terminology, intervals, scales, and its melodic, harmonic, and rhythmic elements. The first semester is devoted to the study of notation, rhythm, scales, keys, the four types of triads, and their application at the keyboard. In the second semester these studies are continued and the study of seventh chords, key relationships, modulation, modal scales, transposition by clef, and of four-part writing are introduced.

Open to all students.

Music 17-18—Eartraining.

Two hours each week. Credit: one hour each semester.

The materials presented in MUSIC 15-16 are studied by means of rhythmic reading, sight-singing, and melodic and harmonic dictation. This course, therefore, must be taken simultaneously with MUSIC 15-16.

Music 21-22—Advanced Theory.

Three hours each week. Credit: two hours each semester.

A continuation of the study of four-part writing, and including the study of altered chords, chorale harmonizations, and harmonic counter-

point based on the technique of the eighteenth and nineteenth century styles.

Prerequisite: Music 15-16.

Music 31-32—Counterpoint.

Two hours each week. Credit: two hours each semester.

A practical study of the medieval modes and the vocal polyphony of the sixteenth century, leading to an introduction to the eighteenth century invention and fugue forms. A thorough understanding is obtained by analysis and writing, using representative works by Palestrina, Lassus, J. S. Bach, and others as models.

Prerequisite: Music 21-22.

Offered 1959-1960, and alternate years.

Music 33-34—History of Music.

Three hours each week. Credit: three hours each semester.

A study of the history of music through analysis of the musical styles of the various periods. Recordings are used for illustrations.

Prerequisite: Music 21-22.

Offered 1959-1960, and alternate years only, unless the demand is sufficiently great.

Music 41-42—Form, Analysis, and Composition.

Two hours each week. Credit: two hours each semester.

A study of the structural elements of musical form and harmonic rhythm. Analysis and writing of cadences, motives, phrases, periods, simple song-, rondo-, variation-, and sonata allegro forms. Examples are taken from representative works of eighteenth and nineteenth century composers.

Prerequisite: Music 11-12.

Offered 1959-1960, and alternate years.

Music 43-44—Orchestration.

Two hours each week. Credit: two hours each semester.

First semester: A practical study of all the orchestral instruments.

Second semester: Exercises in making simple arrangements for small and large orchestras.

Offered upon sufficient demand.

Music 45-46—Music Literature.

Two hours each week. Credit: two hours each semester.

An intensive study of the literature of music. This course is especially designed for majors in music history and literature.

Offered in alternate years upon sufficient demand.

Music 47—Opera.

Two hours class and one laboratory each week.

Credit: two hours first semester.

Prerequisite: Music 21-22.

Offered upon sufficient demand.

Music 48—Symphony.

Two hours class and one laboratory each week.

Credit: two hours second semester.

Prerequisite: Music 11-12.

Offered in alternate years only upon sufficient demand.

See Education 25—Music for the Elementary School Teacher.

See Education 31—Elementary School Music Problems.

See Education 32—High School Music Problems.

APPLIED MUSIC COURSES

Credit for work in applied music is granted only after an examination at the end of each semester, in which students are required to play representative numbers from the more difficult studies or pieces of their respective grades in order to earn promotion to the next higher grade.

Appearance in student recitals is required at the discretion of the teacher.

Applied Music Credits: One semester hour is earned by taking one half-hour lesson with five hours of practice each week. Two semester hours credit are earned by taking two half-hour lessons with ten hours of practice each week. It is understood that the credits are not earned unless the prescribed standard of difficulty is earned.

Piano Major

Piano majors are required to take two half-hour lessons in piano each week during the four year course. It is recommended that voice or a second instrument be studied at some time during the four years.

Entrance requirements: To enter the four year degree course in piano the student should be grounded in reliable technique. He should be able to play in a moderately rapid tempo (M.M. 100—four notes per beat) and parallel motion major and minor scales and arpeggios in octave position, and should have acquired systematic methods of practice.

He should have studied some of the standard etudes, such as Czerny, op. 299, book 1; Heller, op. 46 or 47; Bach, Little Preludes, a few two-part inventions, and compositions corresponding in difficulty to Haydn, Sonata No. 11, No. 20 (Schirmer); Mozart, Sonata No. 3 in C Major, No. 13 in F Major (Schirmer); or Beethoven, Sonata Op. 49, No. 1, etc.

Music 6—Piano (Freshman year).

Cramer, Studies; Bach, Three-part Inventions; Mozart, Sonatas C Major No. 3, F. Major No. 13 (Schirmer); Beethoven, Sonatas, Op. 49 No. 1, Op. 14 Nos. 1 and 2, and other compositions of comparable difficulty.

Scales: Any major or minor scale to be played in thirds, sixth, and tenths, M.M.—quarter note—112, in the following form:

Two octaves in eighth notes.

Four octaves in sixteenth notes.

Arpeggios: Any triad or dominant seventh to be played in all positions, hands together one octave apart, M.M. 112 per quarter note.

Music 7—Piano (Sophomore year).

Studies equivalent in difficulty to Czerny, Op. 740; Bach, Three-part inventions; sonatas equivalent in difficulty to Beethoven, Op. 10, No. 1 and 2, and Op. 14, No. 1; romantic and modern pieces.

All scales, triads, and seventh chords to be played in all positions and combinations, M.M. 120 per quarter note. The student should demonstrate his ability to read at sight hymns, folksongs, and other compositions of moderate difficulty.

Music 8—Piano (Junior year).

Materials equivalent in difficulty to Clementi, Gradus ad Parnassum; Bach, Well Tempered Clavichord; Beethoven, Op. 2, No. 1, 2, or 3; Concerto in C Minor; Mendelssohn, Concerto in G Minor; romantic and modern pieces; all scales and arpeggios. The student should demonstrate his ability to read at sight accompaniments and compositions of moderate difficulty.

Music 9—Piano (Senior year).

Materials equivalent in difficulty to Chopin: Etudes, Scherzi, Ballads, etc.; Beethoven; Sonatas equivalent in difficulty to Op. 31, E flat; a classic or modern concerto; Bach: Well Tempered Clavichord, Suites, Partitas, Toccatas, etc.; classic, romantic, and modern pieces.

The student will prepare for final examination a recital program of serious content and adequate difficulty consisting of classic, romantic, and modern compositions; also a selection made by the examiners, preparation to be made in two weeks without any assistance from anyone. He should have had considerable experience in ensemble and should be a capable sight reader.

Voice Major

Voice majors are required to take two half-hour voice lessons each week during the four year course.

Voice majors are required to take one half-hour piano lesson each week until the grade 7 standard has been attained, after which the study of another instrument may be substituted or that of piano continued.

Membership in the choir during the four year course is an essential part of this major and, therefore, required.

Entrance requirements: To enter the four year degree course in voice the student should be able to sing standard songs and simple classics in good English, on pitch, with correct phrasing and musical intelligence. He should also demonstrate his ability to read a simple song at sight and a knowledge of the rudiments of music. Some knowledge of piano is required.

Music 1—Voice (Freshman year).

Correct physical and mental poise. Principles of breathing and breath control. Proper use of the organs of articulation. Study of vowels and fundamental essentials of tone production with such vocalises as may be deemed necessary for the individual student. Simple Songs in English and Italian. (Piano 3)

Music 2—Voice (Sophomore year).

More advanced technique. Studies of diatonic and chromatic scales, legato, staccato, triplets, the simple trill, and other standard embellishments. Italian songs of the classic Bel Canto period leading to songs by Handel, Bach, Mozart, Weckerlin, Schubert, and Schumann, thus covering the classic and romantic periods. (Piano 4)

Music 3—Voice (Junior year).

Studies for maximum flexibility and velocity. Fundamentals of style and expression appropriate to each stylistic period. Recitative, lyric, and dramatic examples from operas and oratorios by Bach, Handel, Mozart, Haydn, Gluck, as well as French and other songs from the works of modern composers.

Music 4—Voice (Senior year).

Study of the more difficult classic, romantic, and modern song literature, including songs in English, Italian, Latin, French, and German.

The student will prepare for final examination a recital program of serious content and adequate difficulty. He should have had considerable experience in ensemble and must be a capable sight reader.

Organ and Instrumental Majors

To enter the four year degree course as an organ major the student should have completed *Piano 6* or its equivalent. For standards consult the instructor.

Organ majors are required to take two half-hour organ lessons each week during the four year course and continue the study of piano until grade 7 has been attained, after which the study of voice may be begun. A minimum of one year of voice study and membership in the choir during the entire four years course are required.

To enter the four year degree course with a major in an orchestral instrument, the student should be grounded in reliable technique; he should be able to play scales and arpeggios at a moderately rapid tempo and should be prepared to play them, as well as one or more compositions, in order to give evidence of sufficient musical aptitude to make the course profitable. He should also have acquired methods of systematic practice. For specific standards consult the instructor.

Orchestral instruments, as secondary applied music subjects and as minor instruments for majors in Music Education, are taught in class groups. This method of class instruction may, then, be applied in teaching high school groups.

Music 35-36—String Class.

Two hours each week. Credit: one hour each semester.

A two-semester course in the fundamentals of string technique.

Music 37—Woodwind Class.

Two hours each week. Credit: one hour each semester.

A one-semester course in the fundamentals of woodwind technique.

Music 38—Brass Class.

Two hours each week. Credit: one hour each semester.

A one-semester course in the fundamentals of brass technique.

Music 27-28—Class Voice.

Two hours each week. Credit: one hour each semester.

The course utilizes the same vocal exercises as private voice, but students have the opportunity of hearing each other and develop a faculty for constructive criticism. Exercises and songs are sung together and as solos.

This course is particularly useful for majors in Music Education with a minor in voice.

Music 19-20—Choir Training.

Five hours each week. Credit: No credit is given for choir in the first year; thereafter it carries one hour credit each semester.

Admission to the course is equivalent to membership in the A Cappella Choir (see description under Student Activities). The course is an exceedingly practical one and is devoted entirely to the acquisition of a repertoire in music suitable for use in churches and other sacred gatherings. The various periods in the development of choral music are studied. Public performance is included for all members who become proficient. The work is especially adapted for prospective choir directors in churches and schools.

Music 23-24—Piano Methods.

Two hours each week. Credit: two hours each semester.

A course for future piano teachers consisting of a thorough investigation of teaching methods and teaching materials.

Offered upon sufficient demand.

Music 25-26—Voice Methods.

Two hours each week. Credit: two hours each semester.

A course for future voice teachers consisting of a thorough investigation of teaching methods and teaching materials.

Offered upon sufficient demand.

NATURAL SCIENCE

PROFESSORS CAMPBELL AND CROWNFIELD
AND ASSOCIATE PROFESSOR TERRELL

Natural Science 11—The Physical World.

Three lectures and two hours of laboratory each week.

Credit: three hours first semester.

(See tool courses.)

Natural Science 12—Human Biology.

Three lectures and two hours of laboratory each week.

Credit: three hours second semester.

(See tool courses.)

Also listed as BIOLOGY 12.

PHILOSOPHY

PROFESSOR MILNER

AND ASSOCIATE PROFESSORS KENT AND FEAGINS

The aim of the courses in philosophy is to train the student in the attitude of reasoned inquiry into the more basic problems concerning himself and his world as a whole. Insofar as this

may be accomplished through a relatively thorough study of what others think or have thought, students should have an appreciable grasp of the historical development of philosophical endeavor. On the other hand, the individual student's personal reflection in an effort to understand the significance of ultimate problems for his own experience and to deal with them as best he can for himself is of paramount importance in the study of philosophy, and students are encouraged to work out their own tentative conclusions.

The courses of study in this department are offered to students of three general types: (1) those who are interested in a broad but integrated appreciation and understanding of human culture; (2) those who wish to explore the rational foundations of particular subjects of special interest to them, and most importantly perhaps their major subject (e.g., the sciences, religion, languages and literature and art); (3) those who desire to major in philosophy, whether or not planning to pursue graduate work in this field.

A major in Philosophy includes *Philosophy* 10, 11, 12, 28, 31, 33, 35 and 36. Either *Philosophy* 26 or 30 may be taken in place of any one of the last five of these courses.

Philosophy 10—Introduction to Philosophy.

Three hours each week. Credit: three hours either semester.

A study of the fundamental problems of philosophy, emphasizing the importance of philosophical thinking for man's everyday experience; an examination of typical ideas and systems of ideas in terms of which men have sought to solve these problems.

Note: this course should be taken prior to any other courses in Philosophy; when this is not possible it should be taken concurrently with the first of other courses taken. This general rule does not apply to students who take only PHILOSOPHY 24 and PHILOSOPHY 41-42, the core-curriculum courses in this department required of all students.

Offered each semester each year.

Philosophy 11—Ethics: The Theory of Morals.

Three hours each week. Credit: three hours first semester.

A critical study of the chief theories of the nature and principles of moral living, with regard to both the good(s) valued and sought by man and the right way of acting (duty, the ought).

Philosophy 12—Logic: the Principles and Problems of Rational Belief.

Three hours each week. Credit: three hours second semester.

A study of the rational foundations of clear discourse and valid inference and their application to communication and reasoning in everyday life and the sciences; an introduction to the principles and problems of the methods of proof used in the empirical sciences.

Philosophy 24—Aesthetics: Appreciation of Art.

Three hours each week. Credit: three hours second semester.

(See cultural-resource courses.)

Philosophy 26—The Philosophy of Pacifism and Conscientious Objection.

Three hours each week. Credit: three hours second semester.

An analysis of the several forms of pacifism and conscientious objection to war; a consideration of the many philosophical problems raised by these forms; and an attempt to work out a systematic rational defense for and incentive to a modern positive peace testimony consonant with the best traditions and principles of the Society of Friends.

Offered 1959-1960, and alternate years.

Philosophy 28—The Dialogues of Plato.

Three hours each week. Credit: three hours second semester.

The aim of this course is to acquaint students with a major number of Plato's Dialogues. The emphasis will be on the content of the dialogues and the implications of the ideas expressed therein.

Not open to freshmen.

Offered 1958-1959, and alternate years.

Philosophy 30—Christian Ethics.

Three hours each week. Credit: three hours the semester offered.

A systematic and critical study of Christian ethics. Distinctions between Christian and philosophical ethics; sources of Christian morality; development in history, including the social gospel movement; the Christian ethic applied to major problems of individual and social conduct.

Philosophy 31—Philosophy of Religion.

Three hours each week. Credit: three hours first semester.

An inquiry into the nature of religion, the meaning of primary religious concepts, and the relation of religious knowledge to other knowledge.

(Also listed as *Religion 31*.)

Offered 1959-1960, and alternate years.

Philosophy 33—Philosophy of Art.

Three hours each week. Credit: three hours first semester.

An analysis of the various aspects of the aesthetic experience; the forms of beauty; the differentia of the arts; the nature of creative imagination; the problem of standards of taste; the relation of the artist to the community. A rapid survey of theories of art and beauty from Plato to Croce.

Offered 1959-1960, and alternate years.

Philosophy 35—The History of American Philosophy.

Three hours each week. Credit: three hours first semester.

This course traces the development of American philosophical thought

from the colonial American to modern times. Special emphasis will be placed on social and political thought.

Offered 1958-1959, and alternate years.

Philosophy 36—Philosophy of Science.

Three hours each week. Credit: three hours second semester.

A critical examination of the fundamental assumptions, methods, concepts, problems, and philosophical implications of present-day natural science; a consideration of the limitations of scientific explanation as such, and of the relation of science to art, religion, and history.

Offered 1959-1960, and alternate years.

Philosophy 41-42—A Survey of Religious and Philosophical Thought.

Three hours each week. Credit: three hours each semester.

(See cultural-resource courses.)

Philosophy Seminar.

Two hours each week. Credit: one hour each semester.

Individual and group reading and discussion of selected material—particularly from the current journals—dealing with special topics of contemporary interest.

Required of all juniors and seniors majoring in philosophy, and open to all minoring in philosophy; open to all others at the discretion of the department.

PHYSICS

PROFESSOR PURDOM

The courses in Physics are designed so as to present to the student an important division of knowledge and an opportunity to participate actively in experimental investigations.

The Department has arranged the courses so that a student may prepare for a career in the fields of applied engineering physics; for further study at a graduate level; and for specialization in the field of science teaching.

The study of mathematics is strongly urged as a related subject, as the methods of the calculus are used in all of the advanced courses. It is recommended that students who intend to major in Physics take *Chemistry* 11-12 in their freshman year and *Chemistry* 21-22 and 31 during their college course.

Physics 11-12—General Physics.

Three lectures and four hours of laboratory each week.

Credit: four hours each semester.

This course presents the basic phenomena of physics for students of chemistry, biology, physics and engineering science. Strong emphasis is

placed on quantitative concepts in the various subdivisions of mechanics, heat, electricity and light, and laboratory exercises are provided to measure many of these.

Prerequisite: Mathematics 14 or 15.

Physics 11-12 is a prerequisite for all advanced courses in the Physics Department.

Physics 21—Physical Optics.

Lectures and laboratory exercises each week.

Credit: three hours first semester.

A theoretical and laboratory study of the optical phenomena associated with the propagation of electromagnetic waves; velocity, refraction, reflection, diffraction and its associated gratings, interference and polarization. Elementary studies in the field of spectroscopy.

Offered 1959-1960, and alternate years.

Physics 22—Mechanics.

Three lectures each week. Credit: three hours second semester.

Analytical mechanics, treating the statics, kinematics and dynamics of particles and rigid bodies. Various problems in the use of calculus and vector methods in mechanical systems.

Offered 1959-1960, and alternate years.

Physics 31-32—Electricity and Magnetism.

Lectures and laboratory exercises each week.

Credit: three hours each semester.

Lectures and experiments concerning precise electrical measurements, potential, capacitance, thermoelectricity, magnetic fields, inductance, and alternating current circuits. Elementary electronics, such as study and application of vacuum tubes and a number of circuits employing them.

Offered 1958-1959, and alternate years.

Physics 41-42—Atomic Physics.

Three lectures each week. Credit: three hours each semester.

An introduction to the modern theory of the structure of matter and the nature of radiant energy based upon experimental investigations in the fields of discharge through gases, radioactivity, photoelectricity, X-ray, thermionic emission, particle accelerators and nucleonics.

Physics 49—Physics Seminar.

Credit to be determined by the nature and quantity of study completed.

Intended only for those students majoring in Physics.

PSYCHOLOGY

PROFESSOR MILNER AND

ASSISTANT PROFESSOR COMER

The purpose of the work in psychology is to guide the student into an understanding of the fundamental characteristics of human behavior, to help the student apply the knowledge of these laws of behavior in solving problems of personal adjustment to the environment in which he lives, to meet the ever-increasing demand for leaders who have psychological training, and to interpret education in terms of integrated personalities.

Psychology 21—General Psychology.

Three lectures and two hours of laboratory each week.

Credit: three hours first semester.

(See cultural-resource courses.)

Prerequisite for all other psychology courses.

Psychology 22—Child Psychology.

Three hours each week. Credit: three hours second semester.

This course is a study of the development of the child in a modern democratic culture. It will show the constant interplay between maturation and acculturation as they affect the growing child. The mental growth characteristics of the child's first fourteen years are carefully analyzed. Age norms are established for orientation and interpretive purposes. The main emphasis, however, is upon the guidance of each individual child so that he may become a well integrated personality.

Psychology 23—General Experimental Psychology.

One lecture and four hours of laboratory each week. Credit: three hours first semester.

A laboratory course applying experimental method to psychological problems. A study of the principles of quantitative thinking and of considerations basic to psychological measurement, experimental design, and analysis of data. Training in the design, execution, and interpretation of experiments. Such topics as psychophysics, perception, motivation, frustration, conflict, transfer, learning, and memory are included.

Psychology 31—Personnel Psychology.

Three hours each week. Credit: three hours first semester.

This course is an application of psychological principles to vocational guidance, vocational selection, and personnel work. Special training will be given in the techniques of individual analysis—the interview, methods of formulating case histories, testing (group and individual, instrumental and paper and pencil, aptitude and achievement)—and in job and occupational analysis and classification.

Offered 1959-1960, and alternate years.

Psychology 32—Educational Psychology.

Three hours each week. Credit: three hours second semester.

The purpose of this course is to acquaint the student with the more important findings of experimental psychology, particularly as related to the learning process. Original tendencies, impulses, mental characteristics, laws of learning, transference of training, individual differences, exceptional children, such psychological problems as concern the teacher will receive attention.

Prerequisite: Psychology 22.

Psychology 41—Psychology of Personality.

Three hours each week. Credit: three hours first semester.

A study of the factors underlying the development and integration of personality. The course emphasizes the importance of motivation, learning, and re-education.

Offered 1958-1959, and alternate years.

Psychology 42—Abnormal Psychology.

Three hours each week. Credit: three hours second semester.

A study of the abnormalities of human behavior and of the causes and conditions of their development. Special consideration will be given to principles of prevention of maladjustment.

Offered 1959-1960, and alternate years.

Psychology 44—Psychological Testing.

Three hours each week. Credit: three hours second semester.

A study of the techniques of the administration, the interpretation, and the application of individual tests. Students are given enough practice in testing individuals to gain proficiency.

Offered 1959-1960, and alternate years.

Psychology 45—Current Psychologies: Psycho-analytical, Gestalt, and Field-Theoretical.

Three hours each week. Credit: three hours first semester.

Following a rapid survey of the history of psychology, this course considers the fundamental principles and methodologies of (1) psycho-analytical psychology as systemized by Freud, (2) Gestalt psychology as represented by Koehler, and (3) field-theoretical psychology as developed by Lewin.

Offered 1958-1959, and alternate years.

Psychology 46—Social Psychology.

Three hours each week. Credit: three hours second semester.

This course deals with the various psychological factors which operate to determine the behavior of individuals and groups in social relationships; and dynamics of leadership, social conflict, social maladjustment, education, race and other minority-group relations.

Offered 1958-1959, and alternate years.

Psychology—Seminar.

Two hours each week. Credit: one hour each semester.

The seminar in psychology is planned to increase the knowledge of psychological concepts, to present studies in the field, and to unify the work of the department. Students will present special areas of investigation; some will give oral reports, others carefully prepared papers. It is hoped to produce by this procedure special insight and understanding of their major field.

Required of all juniors and seniors majoring in psychology.

RELIGION

PROFESSOR CROWNFIELD,
ASSOCIATE PROFESSORS KENT AND MOORE

The Department of Religion offers courses to those who are interested in Bible study and religious values for their own development as well as to those who wish to prepare for specific service in religious education and in the ministry. A few courses are arranged especially for those who expect to engage in the ministry among Friends or who are otherwise interested in the history and work of Friends. Special programs are available for young women planning to become church secretaries or directors of religious education.

A major in religion must include *Religion* 11, 12, 21, 22, 33-34 and 37-38.

Students majoring in religion are expected to participate in the Religion Seminar and to pass in their senior year a comprehensive examination covering the various aspects of religious study, including knowledge of the Bible, religious history and the fundamental principles of religious thought and practice.

To members of the Society of Friends who wish to be better prepared to assume the ordinary responsibilities of members of the Society it is suggested that they take a minor in Religion, to consist of the following courses: 15, 33-34 and 37-38, in addition to the required survey course.

Those who wish to teach religion in the public schools will meet the public school requirements by taking six hours of Old Testament, six hours of New Testament, and nine hours of electives, in addition to the education courses required for teaching.

Religion 11—Old Testament: The Prophets.

Three hours each week. Credit: three hours first semester.

A study of the prophets and their message in relation to their times, with a consideration of their permanent significance.

Offered 1959-1960, and alternate years.

Religion 12—Life and Teachings of Jesus.

Three hours each week. Credit: three hours second semester.

The historical problems involved in the study of the life and teachings of Jesus are considered, but the main emphasis will be on the content of the teaching.

Offered 1959-1960, and alternate years.

Religion 15—History and Principles of the Society of Friends.

Three hours each week. Credit: three hours first semester.

The impulse which produced the Society of Friends, and how it spread and found expression under various conditions.

Religion 21—New Testament: Epistles and Johannine Writings.

Three hours each week. Credit: three hours first semester.

The epistles of Paul, other epistles, and the writings bearing the name of John are considered in relation to their environment and as to their permanent significance.

Offered 1958-1959, and alternate years.

Religion 22—Old Testament: Law, History and Writings.

Three hours each week. Credit: three hours second semester.

This course is a study of the three important sections of Biblical literature usually designated as Law, History and Writings, as contrasted with the main stream of prophets.

Offered 1958-1959, and alternate years.

Religion 31—Philosophy of Religion.

Three hours each week. Credit: three hours first semester.

An inquiry into the nature of religion, the meaning of primary religious concepts, and the relation of religious knowledge to other knowledge.

At least three hours work in Religion and three hours in Philosophy are presupposed.

Religion 33-34—Principles and Practices in Christian Education.

Three hours each week. Credit: three hours each semester.

This study analyzes the concepts of education which are religious in character and specifically Christian. Its purpose is to clarify the ideas on which Christian education is based and to study the forms and methods by which Christian faith is kindled.

Either semester may be taken without the other.

Offered 1959-1960, and alternate years.

Religion 35-36—The Development of Religion in the Bible.

Three hours each week. Credit: three hours each semester.

(See Survey Courses)

Religion 37-38—History of Christianity.

Three hours each week. Credit: three hours each semester.

A survey of the history of Christian thought and institutions from the beginnings to the present day.

Either semester may be taken without the other.

Offered 1958-1959, and alternate years.

Religion 43—History of Religions.

Three hours each week. Credit: three hours first semester.

The chief religions of the world, ancient and modern, are studied with reference to the development of their concepts of the essential nature and proper expression of what constitutes religion.

Either semester may be taken without the other.

Offered 1959-1960, and alternate years.

Religion 48—Christian Ethics.

Three hours each week. Credit: three hours second semester.

Offered 1959-1960, and alternate years.

Religion Seminar.

Two hours each week. Credit: one hour each semester.

The religion seminar is intended to broaden and deepen the student's understanding of the meaning of religion. The work in the first semester each year is designed to meet the needs of beginning students and deals with the lives of religious leaders past and present. The second semester is planned for upperclassmen and deals with important trends in current religious thought.

Religion majors are required to participate twice in the first semester program and twice in the second.

GRADUATE STUDY IN RELIGION

Guilford College now offers a program of graduate study in religion looking toward the degree of Master of Arts. Its primary purpose is the training of leaders for work in the Society of Friends. A limited number of others may be admitted if it appears that they have needs which may be met by the program.

REQUIREMENTS FOR ADMISSION

Candidates for a degree must have the degree of Bachelor of Arts, or equivalent, representing a broad program of liberal arts studies, with special training in the field of religion equivalent to the major in religion offered by Guilford College. Students with a bachelor's degree whose preparation in any respect is judged insufficient will be required to make up the deficiency before being admitted to candidacy for the degree.

A limited number of special students, not candidates for the degree, may be accepted provided that they give evidence of sufficient preparation and maturity to profit by the studies.

PROGRAM

The program presupposes a high level of scholastic attainment, the ability to do independent study at the graduate level, initiative and a generally mature attitude. The degree will not be awarded for the mechanical "passing" of a prescribed number of hours.

Requirements for a degree include the completion of 30 semester hours of advanced study, the passing of a general examination including written and oral parts, and a satisfactory thesis representing original research in some field where faculty direction and library materials are available.

Students will be expected to be able to use at least one of the following languages: Greek, Latin, French or German, in connection with their studies, and to pass an examination in the chosen language before being admitted to candidacy for the degree.

FEES

For the present, two three-hour courses, or the equivalent, will be offered each semester.

For the present, the cost will be \$15.00 per credit hour per semester. Limited scholarship help will be available, based on academic standing and need.

Courses to be offered upon sufficient demand.

Religion 111—Early Christianity.

Credit: three hours first semester.

A study of the book of Acts, with especial attention to the interaction of Christianity and its environment.

Religion 112—New Testament Thought.

Credit: three hours second semester.

Attention will be paid to the unity and variety of thought on the chief topics treated by New Testament writers.

Religion 121—Preaching: Principles and Practice.

Credit: three hours first semester.

Emphasis on organization and delivery of sermons; training in reading of the Scriptures.

Religion 122—Preaching: Principles and Practice.

Credit: three hours second semester.

A continuation of 121.

Religion 123—Quaker Leadership.

Credit: three hours first semester.

Designed to give the student a comprehensive acquaintance with contemporary Quakerism, and to prepare him for assuming responsible leadership within it.

Religion 124—Quaker Leadership.

Credit: three hours second semester.

A continuation of 123.

Religion 131—Contemporary Theologians.

Credit: three hours first semester.

A seminar devoted to the study of Barth, Brunner, Tillich and Niebuhr.

Religion 132—Quaker Thought.

Credit: three hours second semester.

A seminar based on the thought of important interpreters of Quakerism from George Fox to the present time, with special emphasis on a selected group each year.

Religion 141—Seminar in the Philosophy of Religion.**Religion 142—Seminar in New Testament.****SECRETARIAL COURSES**

ASSISTANT PROFESSOR MOORE

This group of courses is designed to meet the needs of two groups of students: (1) students who plan to do office work before completing a college course; (2) students who desire practical training for office work along with their college course.

Business 11-12—Typewriting (Elementary).

Three hours each week. Credit: two hours each semester.

The full course must be completed before credit will be allowed.

Business 13-14—Shorthand Theory (Gregg Functional Method).

Five hours each week. Credit: three hours each semester. The full course must be completed before credit will be allowed.

Prerequisites: Business 11-12, or equivalent, should precede or be taken concurrently.

Business 15-16—Advanced Typing (Production Work).

Three hours each week. Credit: two hours each semester.

Prerequisite: Business 11-12, or equivalent.

Business 18—Secretarial Accounting.

Four hours each week. Credit: two hours second semester.

Business 21-22—Advanced Shorthand and Typewriting—Transcription.

Five hours each week. Credit: three hours each semester.

Development of transcription skill with emphasis on mailable transcripts.

Prerequisites: Business 11-12 and 13-14.

The secretarial courses will be integrated with, and supplemented by, courses given at the Greensboro Division of Guilford College.

SOCIOLOGY

PROFESSORS DINKEL AND MILNER
VISITING PROFESSOR LOVEJOY
ASSOCIATE PROFESSOR STAFFORD

Students who plan to take graduate work in law, religion, politics, or social research are invited to major in this department. Undergraduate majors or minors in this field are also recommended for students entering business, public relations, personnel work, labor relations, or social work. Students who plan no graduate work but are interested in a broader cultural background and deeper understanding of human relations are also welcomed.

The Sociology and Anthropology Department aims to help students explore the best materials available on social interaction, group relationships and dynamics, and cultural change.

Special research projects, tutorial reading arrangements, and field work with social agencies may also be arranged.

A major in Sociology requires twenty-four hours plus four hours credit in seminar (or an alternative equivalent acceptable to the department). Considerable flexibility for individual needs is possible, but students planning graduate work are expected to include Sociology 21, 24, 31, 32, 37, 39, and 40. They are also urged to include a course in statistics. Social work candidates should include Sociology 22, 24, 32, 34, 35, and 37. Students desiring admission to graduate school are expected to pass a comprehensive examination in the field if they wish full recommendation by the department.

Sociology 20—The Social Sciences—Introductory.

Two lectures and two hours discussion each week. Credit: three hours.

A consideration of the development of a scientific approach to the study of society, the culture concept, basic Western institutions, problems of socialization and personality adjustment. A unit on the social testimonies of the Society of Friends and on some efforts at relief and rehabilitation is included.

Sociology 21—Principles of Sociology.

Three hours each week. Credit: three hours first semester.

This course is designed to acquaint the student with the processes of society, to give him some insight into the meaning of groups, community, culture, personality, types of social organization, processes of social interaction, phases of social control, and social change.

Offered 1958-1959, and alternate years.

Sociology 22—Social Problems.

Three hours each week. Credit: three hours second semester.

A study of some of the major social problems of contemporary society: family disorganization, transiency, the social problems of industry, housing, special rural and urban problems, poverty, personal disorganization, racial and ethnic conflict, and international disorganization.

Sociology 23—Rural and Urban Sociology.

Three hours each week. Credit: three hours first semester.

A study of human ecology and of changing rural and urban patterns of social organization.

Offered 1959-1960, and alternate years.

Sociology 24—Marriage and the Family.

Three hours each week. Credit: three hours second semester.

A study of practical problems of marriage, parenthood, and the family in our contemporary society.

Sociology 26—Sociology of Religion (formerly Sociology 46).

Three hours each week. Credit: three hours second semester.

Studies of the interaction of religious experience with sociocultural and institutional phenomena. Developments within the framework of Western Christian civilization are emphasized, but some attention is given to the larger non-Christian institutions and to primitive or preliterate religions.

Offered upon sufficient demand.

Sociology 28—Industrial Sociology.

Three hours each week. Credit: three hours second semester.

A study of interpersonal relations in work situations, the sociology of occupations and social classes, factories and comparable organizations as social systems.

Offered upon sufficient demand.

Sociology 31—Anthropology (Paleontology, Archaeology, and Prehistory—Introductory).

Three hours each week. Credit: three hours first semester.

A study of social origins and the earliest stages of growth of important human institutions, invention, diffusion of culture traits, etc.

Offered 1958-1959, and alternate years.

Sociology 32—Cultural Anthropology.

Three hours each week. Credit: three hours second semester.

An emphasis on studies of cultural patterns of socialization and personality formation. Social organization and social institutions—especially modern primitive—are studied along with the application of anthropological methods to subdivisions of modern Western Society.

Offered 1958-1959, and alternate years.

Sociology 33—Southern Regions.

Three hours each week. Credit: three hours first semester.

An investigation of the Southern regional culture and its relation to the culture of the United States. A study is made of the physical and human resources for these regions and of developments pointing toward a greater realization of inherent capacities of the Southern regions.

Offered 1959-1960, and alternate years.

Sociology 34—Crime and Delinquency.

Three hours each week. Credit: three hours second semester.

A study of the nature and causes of crime, crime statistics, an analysis of the theory and methods of treatment.

Offered 1959-1960, and alternate years.

Sociology 35—Forms of Social and Relief Work.

Three hours each week. Credit: three hours first semester.

A developmental history and description of public and private social service agencies, community organization, group work, and disaster relief. Case work is especially emphasized.

Offered 1958-1959, and alternate years.

Sociology 36—Racial and Ethnic Relations.

Three hours each week. Credit: three hours second semester.

A review of attempts to study racial and ethnic differences, attitudes and relations. A study of the present status of racial and ethnic groups, especially in the Americas.

Offered 1959-1960, and alternate years.

Sociology 37—Educational Sociology—Intergroup Relations (formerly Sociology 43).

Three hours each week. Credit: three hours first semester.

The function and operation of various institutions and agencies of intergroup relationship operating within a community. The role of the school will be stressed. Considerable attention will be given to the methods and materials of intergroup education as techniques for building "bridges of understanding" between different groups of people.

Sociology 38—Educational Sociology—Practitioner Agencies and Applied Techniques (formerly Sociology 44).

Three hours each week. Credit: three hours second semester.

A continuation of Sociology 37 with major emphasis given to action techniques. (May be taken before 37 with special permission).

Offered 1958-1959, and alternate years.

Sociology 39—Introduction to Social Research.

Three hours each week. Credit: three hours first semester.

A historical study of social surveys and of the development of modern techniques and methods of social research—schedules, questionnaires, case studies, culture group and community studies, elementary scaling and statistical techniques.

Offered 1959-1960, and alternate years.

Sociology 40—Social Theory.

Special tutorial arrangements. Credit: to be determined.

A reading course covering basic social and sociological theory as listed in departmental bibliography and tailored to individual needs.

Open only to seniors with special departmental permission.

Sociology 41-42—Research or Field Work in Sociology.

Credit: to be determined.

A problem in social investigation under the direction of the instructor, or, properly supervised and reported experiences in human relations: tension reduction efforts, small group or community organization projects, institutional service or work camp experiences, field work with agencies in social work.

Open only to seniors with special departmental permission.

Sociology Seminar.

Two hours each week. Credit: one hour each semester.

An effort to supplement formal courses with current material from sociological and social case work journals. Reports, discussion, occasional visiting lecturers and field trips. Major topics to be selected according to the needs and interests of the group.

THE SOCIAL ENVIRONMENT

Underlying the whole Guilford College program is the conviction that education is not a mere process of accumulating a specified number of credit hours, often representing an assortment of unrelated courses, and exchanging them for a diploma. Education is a process of growth; it can be neither streamlined nor mass-produced. Education implies the "drawing-out" of all the latent capacities, physical, moral, and spiritual as well as intellectual, that lie within each individual.

This drawing-out of each individual's capacities by teaching him to think clearly and express himself adequately, by introducing him to the cultural and spiritual heritage of the past, and by orienting him in the world of the present, constitutes the goal toward which Guilford undertakes to direct the whole college experience of the student.

Naturally, the chief part of this experience is formal classroom instruction organized in terms of courses, for the unbroken pattern of human knowledge must often be divided artificially into segments for the purpose of intensive study. Guilford seeks to place the emphasis, however, not upon the courses themselves but upon the larger educational objectives toward which the courses are directed. This crucial change of emphasis tends to break down the old distinctions between learning in class and learning outside and makes it possible for all parts of the college program to contribute to the student's educational experience. Chapel programs, the Friday evening lecture series, visits by special outside speakers, and the resources of films, records and radio are utilized to enrich the total educational program. Able students are encouraged to undertake various forms of independent study, which are discussed in greater detail below. Further enrichment of the total educational program comes through the various organized student activities, which are also described below.

ATHLETIC ASSOCIATIONS

The athletic associations are organized for the purpose of fostering and encouraging the athletic interests at the college and of assisting in the work of the department of physical education.

The Athletic Association for Men

All intercollegiate athletics are under the general supervision of the Physical Education Director for Men and the Faculty Committee on Athletics, in co-operation with the Athletic Association for Men.

The Athletic Council is composed of the Faculty Committee on Athletics, the Physical Education Director for Men, officers of the Athletic Association and the managers of the teams. This council elects the managers of the teams, decides all important questions relating to athletics, and makes the financial appropriations for athletic purposes.

The Alumni Committee on Athletics acts in an advisory capacity to the Athletic Association.

Athletic contests are promoted for the benefit of regularly enrolled students only, and only such students are permitted to represent the college in any athletic contest.

All schedules of games must be submitted to the Faculty Committee on Athletics for approval before final arrangements are made.

Women's Athletic Association

The purpose of this association is to provide an optional program of activities offering recreational participation in the activities in which fundamental skill has been acquired in physical education classes.

In co-operation with the Department of Health and Physical Education for Women, the Women's Athletic Association conducts extra-curricular sports on an intramural basis throughout the year. Tournaments are organized on an inter-class basis in both team and individual sports. Extramural competition is afforded by occasional playdays and sports days. May Day and some social events are added projects of this group. Co-recreational tournaments in tennis and badminton are also sponsored by them.

Every girl in school is eligible for membership in the Association. Awards are made on a plan whereby the standards for them are attainable by any student. The cabinet consists of the following elected officers: President, Vice-President, Secretary-Treasurer, sports managers, equipment manager,

dance manager, May Day chairman, publicity manager, cheerleader manager, and social chairman. These officers are elected in the annual spring elections held for all student offices.

MUSICAL ORGANIZATIONS

Guilford College Community Choral Society

The Choral Society is an organization of about 75 voices conducted by a member of the faculty and open to all students and members of the college community who may be interested in music. Ability to read a part and a fair quality of voice are required for entrance.

Experience in reading music and learning to interpret it according to the instructions of the conductor are the greatest values received. A concert is given annually.

The Fine Arts Club

Students who take applied musical subjects—piano, voice, violin, and organ—form the nucleus for this club. Other students interested in public performance are invited to join. The club holds bi-weekly meetings with programs given by the members, and students are criticized at the following lesson periods. Social occasions and open-house teas are held at seasonal times. Faculty sponsors meet with the club and help carry out the programs.

A Cappella Choir

This choir, which, as the name suggests, sings without accompaniment, is made up of the best voices of the college. Definite musical training is required before any member is permitted to sing in concert with the choir. In order to receive this training, inexperienced members are advised to take an introductory course in music. The choir made its initial appearance at Commencement, 1929. This was the first appearance of an organization of this kind in any southern institution.

In the many appearances which the choir has made there have been enthusiastic comments on the quality of tone, the harmony, and more especially on the sense of aesthetic values in the spiritual realm, which its members have been trained to experience and to communicate to others. It offers unusual opportunities for excellent training in the finest type of music, the sacred song, and also provides a splendid fellowship and an opportunity to carry a real message to the people of our country.

THE HONOR BOARD

The Honor Board, composed of student representatives chosen by the student governments and its two faculty advisers, is charged with the administration of the honor system as it applies to academic work.

THE DRAMATIC COUNCIL

The Dramatic Council is an executive board composed of faculty and student members who are interested in play production. It is organized to take charge of the presentation of plays given annually by the students of the college. It has property rooms in Memorial Hall in which are stored the permanent equipment of the council. Points are awarded for satisfactory acting or assistance behind the scenes in the presentation of a play, and students become candidates for election to membership by acquiring eight points.

SCHOLARSHIP SOCIETY

The Guilford Scholarship Society was organized in 1937 (the centennial year of the College), for the expressed purpose of encouraging and recognizing high academic achievement. A student is elected to membership after his fifth semester provided he has established a quality average of 2.50.

THE STUDENT PUBLICATIONS

The Guilfordian, newspaper, published at intervals of one or two weeks, and *The Quaker*, the student yearbook, are edited and published by student staffs under the direction and sponsorship of faculty members designated by the administration. There is a separate staff for each publication. The various editors and managers of the two organizations are selected annually in the student elections by vote of the student body, but participation in some capacity is open to all students interested in the work of the publications.

STUDENT GOVERNMENT ASSOCIATIONS

The Men's Student Government and the Women's Student Government co-operate with the administration in all matters connected with student life both social and academic. The students elect their own representatives to the governing councils of these Associations.

THE STUDENT CHRISTIAN ASSOCIATION

The Young Men's and Young Women's Christian Associations of Guilford College were organized in 1889. In more recent years the two have been combined into one organization, called the Student Christian Association, which is an accredited member of the National Student Christian Associations. During recent years Guilford students have served as president and chairman respectively of the North Carolina Student Christian Association and the Southern Region student Y.M.C.A. Continuing in the tradition of the earlier organizations, the Student Christian Association, with its faculty advisers, plans many of the religious and social activities of the campus. The Student Christian Association names a student member of the Committee on Convocations and participates in planning chapel programs.

Committees are appointed by the Student Christian Association to meet and welcome new students on their arrival at Guilford College and to give them every possible assistance in their orientation. The purpose of the Student Christian Association is to permeate with Christian influence every phase of college activity.

STUDENT AFFAIRS BOARD

The Student Affairs Board, made up of one representative from each student organization on the campus and a committee from the faculty, has the general oversight of the student activities of the college.

Limitation of Activities

In order to set a standard for the participation of students in various campus activities, each activity is given a point rating. These are shown in the table which follows:

Athletic Council—Men's		Guilfordian	
	Points		Points
President	1	Editor-in-chief	5
Secretary	1	Managing Editor	4
Athletic Council—Women's		Business Manager	4
President	2	Associate Editor	2
Vice-President	2	Regular reporters	2
Secretary-Treasurer	2	Minor staff member	1
Member	1	Honor Board	
Athletic Teams—Men's		Member	1
Cross Country, Tennis, Track		International Relations Club	
Golf		President	2
Manager	2	Vice-President	1
Varsity squad	2	Secretary	2
Baseball, Basketball, Football		Treasurer	1
Manager	3	Monogram Club	
Assistant Manager	2	President	2
Varsity squad	3	Quaker	
Junior varsity squad	1	Editor-in-chief	4
Cheerleaders		Managing Editor	3
Head cheerleader	1	Photograph Manager	3
Member	1	Business Manager	2
Choir		Advertising Manager	2
President*	2	Minor staff member	1
Business Manager*	2	Representatives to Student	
Librarian	1	Assembly	
Member, if not registered for		Member	1
credit	3	Social Committee	
*If registered for credit, 3 points		Chairman	3
Classes		Member except chairman	2
President of any class	2	Student Affairs Board	
College Marshal		President	3
Member	1	Secretary	2
Committee on Convocations		Member except President or	
Member	1	Secretary	1
Dramatics		Student Christian Association	
Major Actor	2	President	3
Minor Actor	1	Cabinet member except	
President of Dramatic Council	2	President	2
Stage Manager	2	Student Council—Men's	
Member of Dramatic Council	1	President	4
Fine Arts Club		Vice-President	2
President	2	Member except President	1
Member	1	Student Council—Women's	
		President	4
		House President	3
		Secretary	2
		Member except President, House	
		President, or Secretary	1

The number of activity points which a student may carry is governed by his quality average for the preceding semester and determined by the following schedule:

Quality Average of Student	Points Allowed
3.00	13
2.75	12
2.50	11
2.25	10
2.00	9
1.75	8
1.50	7
1.25	6
1.00	5

A student passing nine hours work with an average of "C," yet not having a quality average of 1.00, may carry three points only.

No student may hold more than one four-point office.

A student participating in major student activities must be registered for thirteen hours, must have his matriculation card signed by the proper official in the Business Office and must have on file at the college a transcript of his record from the last school he attended. In addition, a student who has been previously enrolled in college must have an average grade of "C" in at least nine hours of college work during the preceding semester. If the student has been out of college for a time, the rule applies to the last semester he was in college. In case a student attends summer school as well as the regular session, his eligibility is determined by his combined average for the preceding semester and summer school. Such a student must have passed with an average grade of "C" three-fifths of the hours for which he was registered during the preceding semester and summer school.

A student who enrolls after October 1st will not be permitted to participate in major student activities during the first semester. A student who enrolls after February 10th will not be permitted to participate in major student activities during the second semester.

The foregoing regulations are on a semester basis except for the student who has been given the grade Inc. Such a student will be readmitted to student activities when the instructor who gave the grade Inc. reports that the work has been satisfactory completed, provided he then meets the grade requirement.

In connection with intercollegiate athletics, the rules of the North Carolina Intercollegiate Athletic Conference are to be observed in addition to the college regulations governing all extra-curricular activities.

Committees appointed to make nominations for officers of student organizations should confer with the Student Affairs Board to determine whether the proposed candidates are eligible to hold the offices.

ACADEMIC REGULATIONS

GRADING OF STUDENTS

A student's standing is determined by daily recitations, hour examinations, and final examinations. Reports are issued quarterly. At mid-year and at the end of the year the report covers the work for the whole preceding semester. The grades attained are indicated by letters, *A*, *B*, *C*, *D*, *Inc.* and *F*.

A represents exceptional, *B* represents superior, *C* represents average, *D* represents passing attainment, *F* represents failure; *Inc.* represents incomplete, and shall be construed to mean that some part of the work has not yet been completed on account of conditions beyond the students control. An *Inc.* not made up within a year automatically becomes an *F*.

A student may not be given a re-examination in a course at the end of the semester.

ABSENCES

All students, except sophomores, juniors and seniors who are on the honor roll, are required to attend class regularly. When a student has a total of unexcused absences in one course equivalent to the number of credit hours in that course, he will be notified that that one more absence will exclude him from the course and that the grade *F* will then be recorded. A student carrying less than twelve hours of academic work may not remain at the college except by special permission of the President. Students are allowed no absences, except those excused by the deans, three school days before and three school days after each vacation period. Students who are not passing nine hours with the average grade of *C* are allowed no absences except those excused by the deans.

Unavoidable absences on account of illness will be excused by the deans. Other unavoidable absences, except those necessary to represent the college in major student activities, must be arranged for with the deans in advance.

All students are required to attend chapel twice a week unless they have been excused by the proper committee.

When a student has two unexcused absences from chapel, he will be notified that the third will exclude him from college.

When a student has three unexcused absences from physical education, he will be notified that a fourth will exclude him from college.

LATE REGISTRATION AND CHANGING CLASSIFICATION

A student will not be allowed to register for either the first or second semester, or to change registration, later than one week after the first day of classes except by permission of the Committee on Counselling.

Classes already missed because of late registration or change of registration are counted as unexcused absences.

EXTRA HOURS

Only students who have passed all their academic work and made an average of *B* during the preceding semester are allowed to petition to carry more than eighteen hours of academic work. Even very superior students are limited to a program of twenty-one hours. While enrolled at Guilford College, students may take courses by correspondence only after having obtained permission from the Dean's Office.

HONORS

Honors shall be awarded to the graduate who during his college course has attained the quality average of 2.5 and *High Honors* to the graduate who has attained the quality average of 2.7.

HONOR ROLL

A member of the freshman, sophomore, junior, or senior class who has a quality average of 2.5 during the preceding semester, will be eligible for the *Honor Roll*; however, no freshman may be admitted to the privileges of the roll until the end of the freshman year. Summer school averages are combined with those of the previous semester.

Those on the honor roll are not required to attend classes, nor are they held responsible for daily preparations, but are required to take announced quizzes and quarterly and semester examinations.

The Personnel Directory of Guilford College includes lists of recipients of scholarships, prizes, and honors, and students on the Honor Roll.

EXCLUSION FOR FAILURE

In order to be eligible to return to college the second year a Freshman must have passed 15 hours of work during the year with an average grade of C.

In order for a Sophomore to return for the third year of college, he must have passed 24 hours with an average of C for the entire year.

In order for a Junior to return for the fourth year of college he must have passed 30 hours with an average grade of C.

REQUIREMENTS FOR GRADUATION

To obtain a bachelor's degree a student is required to complete a minimum of 128 semester hours, 120 in academic subjects, and 8 in physical education.

For each semester hour in which the student has the mark *A* he will receive 3 quality points; *B*, 2 points; *C*, 1 point; *D*, no points; *F*, no points. In order to be a candidate for a degree a student must have at least as many quality points as he has credit hours, with the exception of the eight hours of required work in physical education. The credit hours on which a student has a failing grade are counted in making averages, unless the course has been repeated and passed, or some course has been substituted for it. A student whose quality average is below 1.00 will not be allowed to enroll for the senior year without permission of the Committee on Counselling.

In his major field the student must complete not less than 24 hours. Courses passed with a grade of less than *C* will not be credited toward a major. The student must also receive credit in the required educational-tool and cultural-resource courses, and must work out with his major professor a course of study including one or two fields related to his major.

The college course is planned for four years of study; no student who has attended college less than the equivalent of three years and two summer schools will be granted a degree. The student must do a minimum of one year's study at Guilford College and must be in residence the last semester of his academic work.

In order for a student to receive his degree he must submit to the Dean of the College a written application for admission to candidacy for the degree not later than one semester prior to the expected time of receiving the degree.

Application should be made in January for the degree to be conferred at the end of the spring semes-

ter, and in May for the degree to be conferred at the end of the summer term. In making application for admission to candidacy for the degree a student must report the satisfactory completion of the Sophomore Speech, the Junior Speech, the comprehensive examination in English, and the comprehensive examination in a foreign language prior to the date of the application. A student must also have completed all core curriculum courses below the Junior level and the quality average of the student's academic work as of the date of application must be at least 1.00.

Applicants for the degree in June must settle their accounts with the Business Office on or before May 1st of the year in which they expect to graduate. Applicants for the degree in August must have their accounts settled by July 17th.

THE LIBRARY

With an educational program which includes much collateral and independent reading, the college obviously emphasizes its library. The collection of material, intended especially for a liberal-arts college, contains over 40,000 books and bound periodicals, besides hundreds of unbound periodicals and pamphlets. A Carnegie collection of 848 prints made from the best paintings in the world and over 125 books on art make up a part of the collection. In addition a collection of 626 records and a Magnavox record-player have been secured through the same source, and have been placed in the large music and art room on the second floor. These two collections greatly enrich and extend the cultural as well as the academic resources of the library.

In an attempt to encourage the use of the facilities of the library, the authorities have imposed very few rules. Readers have free access to the shelves, and the librarians and attendants are eager to assist students in finding material. As a result of the increased use of the building, however, thoughtful consideration of others is requested so that all who come may have a quiet place to study.

The reading rooms are large and well lighted. All books of fiction and reference are shelved in the main room, and are immediately available to the reader. The smaller reading room contains current issues of many magazines and journals and the more recent bound volumes of the leading periodicals. The fire-proof stack room is equipped with steel shelving and has twenty-one individual study desks. Seminar rooms and small study rooms also are available for students and groups engaged in special projects. A large number of books and manuscripts bearing on North Carolina history, the history of the Society of Friends and of Guilford College are contained in the Quaker Col-

lection Room and the adjoining vault. It is hoped that these records, probably the largest collection of Quaker material in the South, will be augmented by friends who have documents of historical interest in their possession and who would like to deposit them where they will be well cared for and available for study.

SPECIAL TRAINING AND INDIVIDUAL COURSES

Guilford College attempts to emphasize individual development in a number of ways, among which the following are especially important. Each student is required in his sophomore year and again in his junior year to make a special public talk which is designed to give him practice in the comprehension, organization, and presentation of more or less complicated material. In the senior year each student presents a thesis in the preparation of which he has made some original investigation.

In a number of courses in the college curriculum detailed syllabi have been prepared which give advanced, capable students the opportunity to study independently and receive credit for work done upon the successful completion of a comprehensive written and an oral examination covering the material.

Seniors who have achieved a high record during their first three years of work are permitted and encouraged to carry on an independent course of readings and study looking toward special honors in their major department, or they may undertake an independent investigation in their field of major concentration, the results of which may be incorporated into the required senior thesis, and for which they may be awarded as much as six hours credit. For details of the regulations covering such projects the student should

consult the head of the department in which he is majoring.

SUMMER SESSION

The summer session at Guilford College is planned around certain definite objectives: (1) to afford an opportunity for capable students to complete the requirements for a bachelor's degree in less than four years; (2) to allow high school graduates to begin their college education in an atmosphere of quiet and peaceful surroundings without the usual busy period of the opening of college each fall; (3) to offer students a program of study in keeping with the changing conditions, whether local, national, or international; and (4) to give teachers the opportunity of further training in their special fields of interest.

Summer session courses are taught by the regular faculty of the college and are the same in content as courses offered in the fall and spring semesters. Courses given vary from summer to summer. The college's usual high standards of scholarship are maintained. Students may earn up to ten semester hours, in the nine weeks session.

For further information, write to: Director of the Summer Session, Guilford College, North Carolina.

ACCELERATED PROGRAM

By attending summer sessions, a student materially reduces the time it takes to finish his college course (see (1) above). Many people have completed the work in three calendar years, with some exceptional students finishing in six semesters and two summers.

GREENSBORO DIVISION OF GUILFORD COLLEGE

Guilford College, conscious of its responsibility to the community, operates a division of the college in the city of Greensboro expressly for the purpose of offering to adults courses not available elsewhere at convenient times.

The college credit courses of the Greensboro Division are taken from the regular curriculum of Guilford College, are taught by members of the college faculty, and the traditionally high academic standards of Guilford are maintained. These courses are therefore thoroughly accredited. Such academic facilities as the library are available for use of Greensboro Division students on the same basis as to students enrolled in day classes.

The instructional program also includes courses in standard high school work, courses in business education and in industrial management, and adult education courses both of a technical nature (designed to increase the skill and earning power of employees of Greensboro firms), and also of a purely cultural nature.

Students registered in the Greensboro Division may participate in certain extra-curricular activities of the college.

Special bulletins and further information may be secured from:

GRADY E. LOVE, *Director*
Greensboro Division of Guilford College
519 West Washington Street
Greensboro, North Carolina

ADMISSION TO GUILFORD COLLEGE

It has been agreed that Guilford College should remain a small college of six hundred degree students. Those who can live in their homes, commuting

to the campus each day, will be accepted into membership in the student body as long as the facilities of the College can provide for their needs.

The decision to have a college of this size is the result of the thinking of many educators that the finest life and the best scholarship are fostered in a small college. The student who is given the privilege of becoming a member of Guilford College's friendly student body assumes the obligation of loyalty both to the spirit and the letter of its regulations and traditions.

The faculty and student governments have requested that women students refrain from the use of tobacco on the college campus or in the community. Men students are requested to confine their use of tobacco to their dormitories and certain other areas listed in the handbook. The possession or use of intoxicating beverages is forbidden. Gambling is forbidden.

Whenever a student shows, by maintaining low standards of scholarship or standards of conduct that are at variance with those the college strives to maintain, that he fails to appreciate the opportunity that is his, he will be asked to withdraw from the college. In all such matters the college exercises final authority.

ADMISSION TO THE FRESHMAN CLASS

Freshman standing will be granted to a student who is believed by the Committee on Admissions to be capable of doing acceptable college work and who has completed satisfactorily a four-year course of not less than 15 units in a secondary school of approved standing or the equivalent of such a course as shown by examination. In order for an applicant to be considered by the Committee on Admissions, he should submit a formal application and have his high school record to date sent to the college.

It is recommended, though not required that an applicant take the Scholastic Aptitude Test of the College Entrance Board Examination furnished by Educational Testing Services, Box 592, Princeton, New Jersey.

All students must reapply for admission on or before April 1st, and at the same time pay a \$20.00 deposit. This amount is refundable upon request by July 1st.

A student is advised to plan his secondary school work so that he will be adequately prepared to enter the courses he will take at Guilford College. No more than three units in vocational subjects can be accepted as part of the minimum fifteen. The following secondary school courses are suggested:

English	3-4 units
Mathematics	2-4 units
Foreign Language	2-6 units
Social Studies	1-4 units
Natural Science	1-4 units

ADMISSION TO ADVANCED STANDING

Students from other approved institutions will be admitted to such standing as seems fair to the Committee on Credentials. The applicant in every case must present a statement of honorable dismissal, a catalogue of the school attended, and an official statement and description of the work done, with a complete record of entrance credits.

SPECIAL STUDENTS

The designation "special student" may arise in several ways. In general any student carrying less than twelve hours is a "special student."

- (1) A person twenty-one years old or older, who is not a candidate for a degree, and who may

not have graduated from high school, may be admitted to register for certain courses which are of special interest to him.

- (2) A full time student who for good reasons is allowed to reduce his course load to below twelve academic hours is a special student. Such a student may not reside in the dormitories except by consent of the president of the college.

FEES

Guilford College attempts to keep the cost of education as low as possible. This is accomplished to a great extent through income from the Endowment Funds, now approximately \$1,650,000, and donations.

In former years the college has at times furnished as much as 62 per cent of the annual cost of the student's academic training.

It is the constant purpose of the administration to give to Guilford students services of high value in relation to the cost to them. The College may find it necessary to raise the basic fees during a year to maintain the existing standards. If this becomes necessary, persons responsible for fees will be given prior written notice.

TUITION AND FEES

1958-1959

For tuition, board, room rent, registration, library, medical, gymnasium, and lecture fee for the academic year the charge is (not including student activity fees):

For men in Archdale Hall	\$825.00
For men in Cox Hall	825.00
For women in Founders Hall	825.00
Tuition and special fees	\$415.00
Board and room	410.00
For women in Kathrine Hine Shore Hall	850.00
For men in English Hall	850.00
Tuition and special fee	415.00
Board and room	435.00
For women in Mary Hobbs Hall (estimated)	735.00
Tuition and special fee	415.00
Board and room	320.00

For day students	
Tuition and special fee	415.00
For all students	
Student activities fee	22.00
Student blanket sickness and accident insurance	16.00
(Waiver basis—see below)	

The Student Activities Fee is assessed to cover the budget of certain student organizations in which every student may participate or from which he receives certain benefits. The budget must be adopted by at least a three-fourths vote of the entire student body. The organizations participating in the budget are the Athletic Associations for men and women, the college annual, the college newspaper, the Christian Associations, the Student Government organizations, the Dramatic Council, Social Committee, the Student Affairs Board, and the Choir.

Medical Service. The medical fee does not cover the cost of professional services where a physician is called to attend a patient nor the cost of a special nurse. The college provides the services of a trained nurse at the college, and medicine for ordinary exigencies or minor accidents. The administration furthermore undertakes to maintain sanitary and healthful conditions for the protection of the students and the faculty. Each student is required to keep his own room clean and in order.

All students entering Guilford for the first time will be required to submit a health certificate from their physician. Forms may be secured from the office of the Director of Admissions, Guilford College, N. C.

All students, when ill, will be removed to the college infirmary in Founders Hall upon the direction of the nurse. The charge is \$3.00 per day after the first five days.

Students' Medical and Accident Expense Reimbursement Insurance. A plan of Students' Medical and Accident Expense Reimbursement Insurance is offered on a waiver basis. Under this plan, the carrying company will indemnify a student for doctors' fees, nurses' fees, hospital or infirmary confinement and other specified expenses caused by illness or accidental bodily injury, not to exceed \$1,000 and dental treatments resulting from injury, not to exceed \$100. Benefits are effective twenty-four hours a day during the entire year including interim vacation periods.

The premium of \$16.00 for each student will appear as an item on the first semester charges unless students or parents notify the Business Office in writing, on or before the day of the student's registration, that such protection is not wanted.

Special Fees

For less than full work (12 semester hours), \$12.00 per semester hour plus a \$5.00 registration fee each term.

Graduation and Academic Costume Fee	\$12.50
Late Registration Fee	\$2.00 to 10.00
Typewriting Rental Fee (per semester)	6.00
Extra credit hours (more than 18) per hour	12.00

Materials Charge for Laboratory Course:

Charges for materials and for equipment breakage will be made by the professor in charge. Excess charges will be paid by the student.

Organic and Analytical Chemistry (per semester) ..	10.00
General Chemistry (per semester)	4.00
Natural Science (per semester)	3.00
Biology (per semester)	5.00
Fee for practice teaching	35.00

Fees in Music

(All fees for one year—two semesters)

Class lessons in voice	\$ 25.00
Class lessons in instruments	25.00
Private lessons in voice or instruments:	
Two lessons per week	100.00
One lesson per week	60.00
Use of piano for practice:	
Six hours per week	10.00
Twelve hours per week	16.00
Use of organ for practice:	
Six hours per week	16.00
Use of orchestral instruments	10.00

PAYMENTS

Payments covering all expenses are due as follows:

Upon registration for first semester	30%
November 10	20%
Upon registration for second semester	30%
March 15	20%

Make all checks payable to Guilford College.

Veterans will be required to present at the time of registration their Certificates of Eligibility and Entitlement.

Parents or guardians should send with the student draft or cash sufficient to cover the first payment and should see

that other payments are in the Business Office on or before the date designated.

Necessary books and supplies are sold at the College Bookstore.

Since some parents may prefer to pay tuition and other school fees in monthly installments during the academic year we are glad to offer this convenience under a Monthly Installment Plan. The cost is 4% greater than when payment is made in cash at the beginning of each term.

During vacation periods no meals will be served at the college and all rooms must be vacated.

Regulations Governing Payments

Refunds and Reductions. Upon withdrawal of a student from Guilford College, refunds of tuition paid are calculated from two weeks following written notification of the Business Office of such withdrawal. Payment covering these two weeks is considered liquidating expense. Fees assessed for registration, student activities, laboratory, and other than tuition are not refundable.

Registration. Registration for the first semester must be completed before the Business Office closes at 5:00 o'clock on Monday following registration day, and for the second semester, before the Business Office closes at 5:00 on Wednesday following registration day. Before a student's registration is completed his matriculation card must be signed in the Business Office.

Late Registration. For registration after the scheduled date an extra fee of \$2.00 is required for the first day and \$1.00 for each additional day until a maximum of \$10.00 is reached.

LOAN FUNDS

There are several funds that have been set apart to be used for loans to students. Applications are made to the Student Aid Committee.

STUDENT EMPLOYMENT

Some students at Guilford College meet part of their expenses by clerical or maintenance or other work. Those who must supplement their funds in this way should write to the Student Aid Committee of the College for further information.

ROOMS

The students furnish pillows, linen, all covering for their beds, and towels.

Where a room has been equipped to accommodate two students, charge for one occupant will be one and one-half times the regular rent.

After arranging for rooms and board, students are not allowed to change without the consent of their dean and of the business manager.

All women students must room in the dormitories or live in their own homes.

A special fee will be charged for electrical appliances used in students' rooms.

Pets, animals, or firearms are not permitted in dormitories or on campus.

MEALS

All resident students have meals in one of the College Dining Rooms.

MARY HOBBS HALL

Mary Hobbs is a co-operative dormitory for young women. Each resident performs her allotted part of the household duties and preparation and service of meals. Women in this hall may do their own laundry, washing machines being available in the building.

SCHOLARSHIPS AND SCHOLARSHIP FUNDS

The scholarships ordinarily open to students of Guilford College are listed below. The description of each scholarship includes its name, the preference (if any) to be given applicants, and the stipend. If the stipend is variable no amount is given. Balances and incomes of scholarship and endowment funds are published in the President's annual report.

Alumni Association Achievement Award: Awarded by the Association to an undergraduate\$ 50.00

Alumni Association Undergraduate Athletic Award:
Awarded by the Association to the outstanding underclass athlete each year\$ 50.00

Edwin P. Brown Scholarship.

Conway Scholarship.

Elwood Cox Scholarship: Open to ministerial student
or missionary candidate\$ 50.00

Mary E. M. Davis Scholarship: Open to girls graduating
from Guilford High School\$100.00

Eula Dixon Scholarship: Open to graduates of Sylvan
(N. C.) High School\$ 50.00

Nereus C. and May Martin English Scholarships.

N. F. and Laura Farlow Scholarship.

A. Brown Finch Scholarship: Open to young men of
promising leadership, scholarship, and athletic
ability\$100.00

Franklin G. Frazier Scholarship: Open to Young Friends.

John Gurney Frazier Scholarship.

Melvina A. Frazier Scholarship: Open to Young Women
Friends.

Greensboro Advisory Board Scholarship: Open to
residents of Greensboro, N. C.
Preference given to entering students\$100.00

John B. Griffin Scholarship for Women.

J. R. and Retta E. Hardin Scholarships: Open
to Young Friends.

Marvin Hardin Scholarship: Established by the class of
1904. Open to sophomores but used in the senior
year\$ 90.00

Haverford College offers annually scholarships to mem-
bers of the graduating class or to recent graduates.
Application must be made direct to the President
of Haverford College on or before March first\$600.00

Emily S. Howard Scholarships: Four scholarships of
\$250.00 each awarded annually to worthy and able
students.

Roxie Armfield King Scholarship: Open to young women
residents of Guilford County and North Carolina.

*Nereus and Oriana Mendenhall Mathematics
Scholarship:* Open to majors in mathematics\$100.00

James Arnold Mitchell Memorial Scholarship.

William F. Overman Scholarship: Open to juniors but
used in the senior year\$ 50.00

Philadelphia Scholarship: Open to Young Friends.

Quarterly Meeting Scholarships: Open to members of the North Carolina Yearly Meeting. There are sixteen scholarships under this fund\$100.00

Amos and Martha Ragan Family Memorial Scholarships.

David Troll Rees Music Scholarship: Open to majors in music\$100.00

Mary Lynn Richardson Scholarship: Open to students from certain other countries who expect to return to such countries after completing study here.

Riverside Manufacturing Company Scholarship.

William Lee and Ruth C. Rudd Scholarships: Open to men students from Alamance and Caswell counties in North Carolina\$100.00

Lucy Stella Schieffelin Scholarships: Three or four annual awards to students of exceptional promise.

B. Clyde Shore Journalism Scholarship: Open to students especially interested in some form of creative writing\$100.00

Elisha Thomas and Louisa Bradshaw Snipes Scholarship.

Amos Stuart Scholarship: Open to young men of outstanding ability.

Tripp Scholarship: Open to Young Friends in North Carolina Yearly Meeting.

J. M. Ward Scholarship: Open to Young Friends of Tennessee, Ohio, and North Carolina who show promise of leadership in the Society of Friends.

Henryanna Hackney White Scholarship.

Clara D. Willitts Scholarship.

BOARD OF TRUSTEES

Robert H. Frazier, *Chairman* David J. White, *Secretary*

Joseph D. Cox, *Vice Chairman*

Horace S. Haworth, *Treasurer*

*Herbert C. Petty, Archdale	1958
Nereus C. English, Thomasville	1958
Luby R. Casey, Goldsboro	1958
†Mary M. Petty Greensboro	1959
William A. Wolff, Winston-Salem	1959
L. Elton Warrick, Goldsboro	1959
Joseph D. Cox, High Point	1960
F. Duval Craven, Greensboro	1960
David J. White, Greensboro	1960
Edwin P. Brown, Murfreesboro	1961
A. Wilson Hobbs, Chapel Hill	1961
Eunice A. Parker, High Point	1961
Robert H. Frazier, Greensboro	1962
Horace S. Haworth, High Point	1962
Hugh W. Moore, Philadelphia, Pa.	1962

*Died, August, 1957.

†Died, January, 1958.

ADMINISTRATIVE AND OTHER OFFICERS

Clyde A. Milner, A.B., A.M., B.D., Ph.D., LL.D.

President

Harvey A. Ljung, B.S., M.S., Ph.D.

Dean of the College

David H. Parsons, Jr., A.B., A.M.

Business Manager

Grady E. Love, B.S., M.A., Ph.D.

Director of the Greensboro Division of Guilford College

David W. Morrah, Jr., B.S.

Director of Promotion

Bill Lee Yates, A.B., M.E.

Dean of Men

Helen Curtis Davis, A.B., M.A.
Dean of Women

Marjorie Williams, B.S., M.A., Ph.D.
*Director of the Student Union and Head Resident of
Kathrine Hine Shore Hall*

N. Era Lasley, B.S.
Registrar

Katharine C. Ricks, B.S., A.B.
Librarian Emeritus

Dorothy Gilbert Thorne, A.B., A.M.
Custodian of the Quaker Collection

Charles W. Sembower, A.B., M.S. in Ed., M.A.
Librarian

Charles C. Hendricks, A.B.
*Director of Yearly-Meeting Relations and
Director of Admissions*

Gene S. Key, A.B.
Alumni Secretary

Walter A. Coble
Superintendent of Buildings and Grounds

Maud L. Gainey
Treasurer Emeritus

Elizabeth S. Bergman
Assistant Treasurer

Alma Martin, M.S.
Dietitian, Founders Hall

Velta Frisbergs
Housekeeper

Hassie C. Johnson
Head Resident, Mary Hobbs Hall

Ruth Simpson, R.N.
College Nurse

Margaret E. Crownfield, A.B.
Secretary to the President

Mattie P. Ward
Alumni Office Secretary

FACULTY

CLYDE A. MILNER, A.B., A.M., B.D., Ph.D., LL.D.
President of the College and Professor of Philosophy

EVA GALBREATH CAMPBELL, A.B., A.M., Ph.D.
Professor of Biology

ALGIE INNMAN NEWLIN, A.B., A.M., Dr. Sc.Pol.
 (Geneva)
Professor of History and Political Science

PHILIP W. FURNAS, A.B., A.M., Ph.D.
Professor of English

E. GARNES PURDOM, A.B., M.S., Ph.D.
Professor of Physics

HARVEY ALBERT LJUNG, B.S., M.S., Ph.D.
Dean of the College and Professor of Chemistry

FREDERIC R. CROWNFIELD, B.S., S.T.M., Ph.D.
Professor of Biblical Literature and Religion

GORDON W. LOVEJOY, A.B., A.M., Ph.D.
Visiting Professor of Sociology

ROBERT M. DINKEL, A.B., A.M., Ph.D.
Professor of Sociology

GRADY E. LOVE, B.S., M.A., Ph.D.
*Director of the Greensboro Division and
 Professor of Education*

HELBERT T. APPENZELLER, A.B., M.A.
Director of Athletics

ERNESTINE COOKSON MILNER, A.B., B.S., in Ed., A.M.
Professor of Psychology

J. CURT VICTORIUS, Dr. Pol.Econ. (Hamburg)
Professor of Economics and Business Administration

J. WILMER PANCOAST, B.S.
Associate Professor Emeritus of Mathematics

E. DARYL KENT, A.B., B.D., Ph.D.
Associate Professor of Religion and Philosophy

KATHARINE C. RICKS, B.S., A.B.
Librarian Emeritus

CHARLES N. OTT, A.M., M.S., Ph.D.
Associate Professor of Chemistry

HAROLD M. BAILEY, A.B., M.Ed.
Associate Professor of Education

- CARL C. BAUMBACH, B.M., M.M.
Associate Professor of Music
- STUART T. MAYNARD, A.B., M.E.
Director of Men's Physical Education
- DAVID B. STAFFORD, A.B., A.M., Ph.D.
Associate Professor of Sociology
- HIRAM H. HILTY, A.B., B.D.
Associate Professor of Spanish
- CARROLL S. FEAGINS, A.B., M.A., Ph.D.
Associate Professor of Philosophy
- EDWARD E. TERRELL, A.B., M.S., Ph.D.
Associate Professor of Biology
- CHARLES W. SEMBOWER, A.B., M.S. in Ed., M.A.
Librarian
- MARJORIE WILLIAMS, B.S., M.A., Ph.D.
Associate Professor, Director of Student Union
- CHAUNCEY B. IVES, B.A., LL.B., M.A., Ph.D.
Associate Professor of English
- J. FLOYD MOORE, A.B., B.D.
Associate Professor of Biblical Literature and Religion
- EDNA L. WEIS, A.B., B.S. in Ed., M.A.
Assistant Professor of English
- *MILDRED MARLETTE, A.B., M.A.
Dean of Women and Assistant Professor of English
- EDWARD F. BURROWS, A.B., M.A., Ph.D.
Assistant Professor of History
- MILDRED FARROW, B.S. in Ed., B.S. in Lib. Sc.
Assistant Librarian
- ALMA MARTIN, M.S.
Assistant Professor of Home Economics and Dietitian
- TREVA WILKERSON MATHIS, A.B.
Acting Librarian
- HELEN FORTENBERRY, B.S., M.E.
Assistant Professor of Women's Physical Education
- THOMAS J. MOORE, B.A., M.A.
*Assistant Professor of Business Administration and
Secretarial Studies*

*On leave of absence, 1957-1958.

JANE WHARTON DARNELL, B.S.M., M.A.

Assistant Professor of Music

GAY H. SPIVEY, B.E., B.S. in L.S.

Assistant Librarian

HELEN CURTIS DAVIS, A.B., M.Ed.

Acting Dean of Women and Assistant Professor of English

DONALD D. DEAGON, A.B., M.A.

Assistant Professor of Languages

DONALD D. GEAGON, A.B., M.A.

Assistant Professor of English

PATRICK B. COMER, JR., A.B., M.A.

Assistant Professor of Psychology

BILL LEE YATES, A.B., M.E.

Dean of Men and Assistant Professor of Education

OSCAR MAURICE POLHEMUS, A.B., A.M., S.T.B., Th.D.

Assistant Professor of Political Science

JOSEPH STUART DEVLIN, JR., B.S., M.S.

Assistant Professor of Economics and Business Administration

MAXINE K. LJUNG, B.M., A.M.

Instructor in Piano

LIGIA D. HUNT, B.A., M.A.

Instructor in Spanish

MARY B. FEAGINS, A.B., M.A.

Instructor in German and French

ROBERT E. SHOAF, A.B.

Instructor in Men's Physical Education

JASPER G. SEABOLT, JR., A.B.

Instructor in Mathematics and Accounting

MARY CATHERINE UPCHURCH, B.S.

Instructor in Physical Education

J. HEATH LEWIS, B.S.

Instructor in Mathematics

GENE W. SPARROW, B.S.

Instructor in Mathematics

INDEX

	<i>Page</i>
Absences, limited	85, 86
Academic regulations	85
Accelerated program	92
Achievements of college	8
Accident insurance	97
Accounting	25, 26
Accrediting of college	3
Administrative officers	103
Admissions	71, 93-96
Aims of college	14, 15, 78
Algebra	51
Alumni Day, date of	6
Anatomy, comparative	21
Human	61
Anthropology	75
Archdale Hall	10
Art, appreciation of	18, 63
collection	90
Philosophy of	63
Teaching of	29
Athletic Council	79
Athletic fields	11, 12
Athletics, Alumni Committee	79
See also Physical Education, Sports	
Bacteriology	22
Bible, see Religion	
Biology	21, 22
Board cost	96
Bookkeeping, see Accounting	
Botany	21
Buildings	10-13
Business Administration	24-28
Business Education, see Secretarial Courses	
Calculus	52, 53
Calendar	6
Campus, location and description	7, 13
Chapel, attendance	86
programs	78
Chemistry	22, 23
Choir	80
Choir training	61
Choral Society	80
Christian Association	8, 82
Commercial courses, see Secretarial Courses	
Composition, English	16, 33
Comprehensive examinations	19, 89
English	32
history	45, 46
Co-operative dormitory for women, see Mary Hobbs Hall	
Correspondence courses permitted	86
Costs, see Fees	
Course of study outline	20
Courses, extra	86
Fee for extra	98
Change of	86
Cox Hall	11
Cultural resource courses	14, 17, 18
Curriculum outline	20
Cuts, limited	85, 86

INDEX (*Continued*)

	<i>Page</i>
Day students accepted	93, 94
Fees for	97
Dormitories	10-13, 96
Drama, see courses English Department	
Dramatic Council	81
Economics and Business Administration	24-28
Education	28-31
Christian Education Principles	69
Music education	29-30
See also Physical Education	
Elementary education	29-31
Embryology	22
Employment, student	99
English	31-34
Enrollment, limited	7, 93
Entrance, see Admissions	
Examinations, language achievement	89
Comprehensive	19, 89
Dates of	6
Physical	39, 43, 97
Expenses, see Fees	
Extra-curricular activities	79-84
limitations	82-84
Faculty list	105-107
Failure, Exclusion for	87
Fees	71, 96-99
Refunds	99
Dates due	98
for seniors	89
Reductions	99
Fine Arts Clubs	80
Firearms forbidden	100
Foreign language achievement test	89
See also specific languages	
Founders Days, dates	6
Founders Hall	10
French	35, 36
Freshman courses	20
Friends, Society of, courses relating to	69, 72
Early records of	90, 91
Gambling forbidden	94
Genetics	22
Geography	38
Geology	38
Geometry	52, 53
German	36
Government	49, 50
Grades	85
Graduation, date of	6
Requirements for	19, 88, 89
Fee	98
Greek	16, 36
Greensboro Division	93
Gymnasium	11
Fee for use	97
Health, services	97
See also Physical Education	
History and achievements of college	7-10
History	45-48
American Philosophy	63

INDEX (*Continued*)

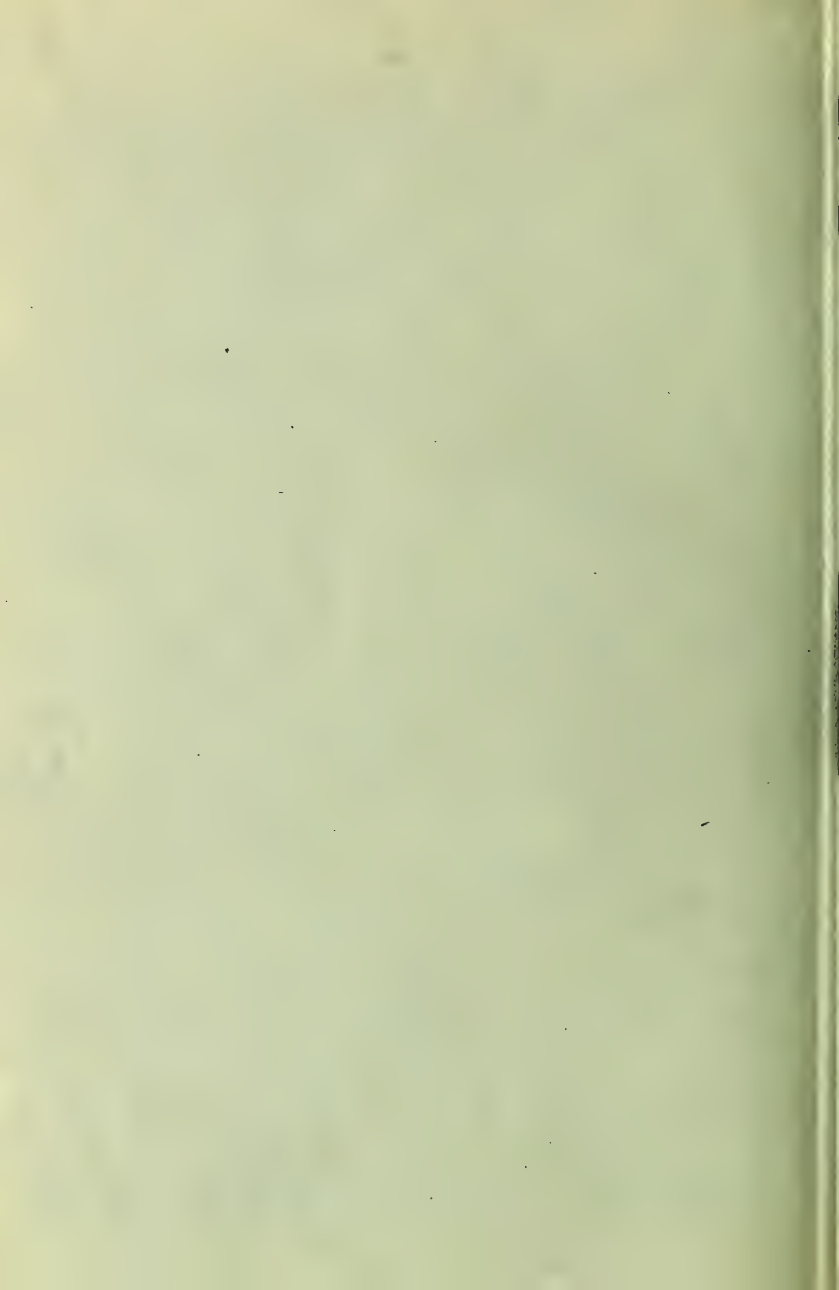
	<i>Page</i>
Music	56
Religions	70
Society of Friends	69
Holidays, dates of	6
Home Economics	50-51
Honor Board	81
Honor roll	87
Honors work	87
Hours, extra	86
Fees for	98
Hygiene, for men	40
For women	44
Illness, absence for	86
Inoculations	39
Instruments, musical, study of	60
Lesson and practice fees	98
Insurance, accident	97
Junior year courses	20
Speeches	91
King Hall	11
Laboratory fees	97
Languages, achievement test	89
See also specific languages	
Latin	16, 37
Laundry, Mary Hobbs Hall	100
Law, Business	25
Lecture series	78
Fee	96
Library	90, 91
Fee for use	96
Liquor forbidden	94
Literature, General	18, 34
See also specific languages	
Loan funds	99
Major fields of study	18, 19
For requirements in each field, see that field	
Marks	85
Mary Hobbs Hall	11
Costs in	96
Mathematics	51-53
Medical examination	39, 43, 97
Medical fee	96
Meeting House	12
Memorial Hall	11
Music	53-61
Teaching of	29, 30
Fees for lessons and use of instruments	98
Musical organizations	80
Record collection	90, 91
Music Building	10
Natural Science	61
Fees for laboratory	98
New students, welcomed	82
Newspaper, college	81
Nurse, provided	97
Nursing preparation	19

INDEX (*Continued*)

	<i>Page</i>
Organ, study of	60, 61
Lesson and practice fees	98
Payments (see Fees)	98
Pets not allowed in rooms	100
Philosophy	61-64
of Education	30
of Religion	69
Physical Education	39-45
Men	39-43
Women	43-45
Teaching of	39-45
Athletic Associations	
Men's	79
Women's	79
Physical examinations	39, 43, 97
See also Sports	
Physics	64, 65
Physiology	21
Piano, study of	57, 58
Lessons and practice fees	98
Teaching of	61
Play production	34
Drama Technique	34
Political Science	49, 50
Practice teaching	31
Fee	98
Pre-dental course	19
Pre-law course	19
Pre-medical course	19
Standing of course	3
Psychology	66, 68
Public Speaking	33
Publications, student	81
Purposes of college, see Aims	
Quakers, see Friends	
Quality average	82, 87
Activities determined by	82, 83, 84
Recreation, see Physical Education and Sports	
Registration, dates	6
Regulations	99
Fees	99
Late	86
Fees for	99
Religion	68-72
Philosophy of	63
In life of college	8
Graduate study	70
Rooms, furnishings	100
Rent	96
Scholarship Society	81
Scholarships	100-102
Science, philosophy of	64
See also Biology, Chemistry, Natural Science, Physics, etc.	
Secretarial courses	72, 73
Self-help, see Employment, Mary Hobbs Hall	
Semesters, dates of	6
Senior year courses	20
Thesis	19, 90

INDEX (*Continued*)

	<i>Page</i>
Shorthand	73
Size of student body limited	8, 93
Smoking, restrictions	94
Social Environment	78
Sociology	73-77
Sophomore courses	20
Speech	91
Spanish	37, 38
Special students	95, 96
Special Training and Individual Courses	91, 92
Speeches, sophomore and junior	91
Sports	39-45
Eligibility	84
See also Physical Education	
Statistics	26
Student activities, eligibility for	82-84
Fee	97
See also Sports	
Student Affairs Board	82
Student Christian Association	82
Student Government Associations	81
Student Union	12
Summer Session	92
Dates of	6
Syllabi	91
Teaching, practice	31
Fee for	98
See Education	
Tests, see Examinations	
Thesis, senior	19, 91
Tool courses	14, 15-17, 32
Transfer students	95
Trigonometry	52
Trustees, listed	103
Dates of meetings of	6
Tuition fee	96, 97
Typewriting	72
Rental fee for use of typewriter	98
Vacations, dates of	6
Dormitories closed during	99
Vaccinations	39
Veterans' registration	98
Violin, see Instruments	
Violoncello, see Instruments	
Voice, study of	59
Fees for lessons	98
Withdrawal required	94
Women, required to live on campus	100
Work, for students	99
Yearbook	81
Zoology	21



GUILFORD COLLEGE BULLETIN

G VOL. LII

February, 1959

No. 2

Guilford College



Summer School

FORTY-SECOND ANNUAL

Summer Session

June 3 to August 2, 1959



GUILFORD'S SPACIOUS LIBRARY

THE SUMMER SCHOOL PROGRAM

PURPOSE

The nine-week summer session is designed primarily for students who wish to continue their studies during the summer, and for teachers doing further work in their special fields. Through summer sessions, it is possible for students to complete the regular four-year degree program in three years.

Summer courses are taught by members of the college teaching faculty and have the same content as

courses taught during the regular academic year. The same high academic standards are maintained.

Required freshman courses are offered for those who wish to begin their college work in the quiet, intimate atmosphere of the summer session, and thus avoid the rush of the fall opening of school. These freshmen also benefit from the smaller classes, which permit greater individual attention.

CREDITS

Credits up to ten hours may be earned during the summer session. Guilford College is fully accredited by the Southern Association of Colleges and Secondary Schools and the Association of American Colleges and is on the approved list of the American Medical Association and the North Carolina State Department of Education.

EXPENSES

Tuition charges are \$15.00 per credit hour plus \$5.00 registration fee. Board and room are provided for \$13.50 per week. Women live in Founders Hall, men in English Hall, new men's dormitory. All fees are payable at registration. Veterans should present certificate of eligibility at registration.

CLYDE A. MILNER, A.B., A.M., B.D., PH.D., LL.D.
President of the College

J. CURT VICTORIUS, DR.POL.ECON. (HAMBURG)
Director of the Summer School

THE TEACHING FACULTY FOR THE
1959 SUMMER SCHOOL

ALGIE INNMAN NEWLIN, A.B., A.M., DR.SC.POL.

History

PHILIP W. FURNAS, A.B., A.M., PH.D.

English

E. GARNESS PURDOM, A.B., M.S., PH.D.

Mathematics

FREDERIC R. CROWNFIELD, B.S., S.T.M., PH.D.

Religion

GRADY E. LOVE, B.S., M.A., PH.D.

Education, Political Science

J. CURT VICTORIUS, DR.POL.ECON. (HAMBURG)

Economics

E. DARYL KENT, A.B., B.D., PH.D.

Religion

HAROLD M. BAILEY, A.B., M.ED.

Education

STUART T. MAYNARD, A.B., M.E.

Physical Education

DAVID B. STAFFORD, A.B., A.M., PH.D.

Sociology

CARROLL S. FEAGINS, A.B., M.A., PH.D.

Philosophy

MILDRED MARLETTE, A.B., M.A.

English

EDWARD F. BURROWS, A.B., M.A., PH.D.

History

GERALD W. VANCE, A.B., S.T.B., M.A.

Psychology

LIGIA D. HUNT, B.A., M.A.

Spanish

MARY B. FEAGINS, A.B., M.A.

German

EDWIN A. SMITH, B.S., M.S.

Natural Science

SCHEDULE OF COURSES

BUSINESS

- *BUSINESS 11—Typewriting (Elementary I). *Two Credit Hours.* M, W, F—6:00-8:00 p.m. (At Greensboro Division)
- *BUSINESS 12—Typewriting (Elementary II). *Two Credit Hours.* M, W, F—8:00-10:00 p.m. (At Greensboro Division)
- *BUSINESS 13—Shorthand Theory (Gregg Functional Method I). *Three Credit Hours.* M, W, F—8:00-10:00 p.m. (At Greensboro Division)
- *BUSINESS 14—Shorthand Theory (Gregg Functional Method II). *Three Credit Hours.* M, W, F—6:00-8:00 p.m. (At Greensboro Division)
- *BUSINESS 21—Advanced Shorthand and Typewriting-Transcription I. *Three Credit Hours.* M, W, F—8:00-10:00 p.m. (At Greensboro Division)

ECONOMICS

- ECONOMICS 23—Business Law I. *Three Credit Hours.* Fourth period, 10:45-11:35 a.m.
- ECONOMICS 24—Elements of Marketing. *Three Credit Hours.* Third period, 9:50-10:40 a.m.
- *ECONOMICS 25—Elements of Accounting I. *Three Credit Hours.* M, W, F—7:00-10:00 p.m. (At Greensboro Division)
- *ECONOMICS 26—Elements of Accounting II. *Three Credit Hours.* M, W, F—7:00-10:00 p.m. (At Greensboro Division)

EDUCATION

- EDUCATION 21—The American Public School. *Three Credit Hours.* Fifth period, 11:40-12:30 a.m.
- *EDUCATION 35—Measurement and Evaluation in Education. *Three Credit Hours.* M, W, F—6:00-8:00 p.m. (At Greensboro Division) and fourth period, 10:45-11:35 a.m. (On Campus)
- EDUCATION 40—Observation and Directed Teaching. *Three Credit Hours.* (To be scheduled)
- PSYCHOLOGY 32—Educational Psychology. *Three Credit Hours.* Third period, 9:50-10:40 a.m.

ENGLISH

*ENGLISH 10—Refresher and Training in Basic English. *No Credit*. M, W, F—6:00-8:00 p.m. (At Greensboro Division)

ENGLISH 11—English Composition I. *Three Credit Hours*. Third period, 9:50-10:40 a.m.

ENGLISH 12—English Composition II. *Three Credit Hours*. Fourth period, 10:45-11:35 a.m.

ENGLISH 21—Western World Literature. *Three Credit Hours*. Third period, 9:50-10:40 a.m.

*ENGLISH 21—Western World Literature. *Three Credit Hours*. M, W, F—6:00-8:00 p.m. (At Greensboro Division)

ENGLISH 42—American Literature. *Three Credit Hours*. Fourth period, 10:45-11:35 a.m.

GERMAN

GERMAN 13-14—Intermediate Course. *Six Credit Hours*. First and second periods, 8:00-9:45 a.m.

HISTORY

HISTORY 21-22—The History of the United States. *Six Credit Hours*. First and second periods, 8:00-9:45 a.m.

*HISTORY 34—North Carolina. *Three Credit Hours*. M, W, F—6:00-8:00 p.m. (At Greensboro Division)

HISTORY 37-38—A History of Civilization. *Six Credit Hours*. First and second periods, 8:00-9:45 a.m.

MATHEMATICS

MATHEMATICS 13-14—Freshman Mathematics. *Six Credit Hours*. First and second periods, 8:00-9:45 a.m.

*MATHEMATICS 15—Trigonometry. *Three Credit Hours*. M, W, F—8:00-10:00 p.m. (At Greensboro Division)

NATURAL SCIENCE

NATURAL SCIENCE 11—The Physical World. *Three Credit Hours*. Fifth period, 11:40-12:30 a.m. (Laboratory hours to be scheduled)

*NATURAL SCIENCE 11—The Physical World. *Three Credit Hours*. M, W, F—7:00-10:00 p.m. (At Greensboro Division)

PHILOSOPHY

PHILOSOPHY 41-42—A Survey of Religious and Philosophical Thought. *Six Credit Hours*. First and second periods, 8:00-9:45 a.m.

PHYSICAL EDUCATION

PHYSICAL EDUCATION SERVICE COURSE—*One Credit Hour.*
(To be scheduled)

PHYSICAL EDUCATION 47M—Anatomy (Human). Open only to Juniors and Seniors majoring in Physical Education. *Three Credit Hours.* First and second periods, 8:00-9:45 a.m. (First Quarter)

PHYSICAL EDUCATION 48M—Physiology. *Three Credit Hours.* Open only to Juniors and Seniors majoring in Physical Education. First and second periods, 8:00-9:45 a.m. (Second Quarter)

POLITICAL SCIENCE

*POLITICAL SCIENCE 32—American Government: National. *Three Credit Hours.* M, W, F—8:00-10:00 p.m. (At Greensboro Division)

PSYCHOLOGY

PSYCHOLOGY 21—General Psychology. *Three Credit Hours.* Fourth period, 10:45-11:35 a.m. (Laboratory hours to be scheduled)

*PSYCHOLOGY 21—General Psychology. *Three Credit Hours.* M, W, F—7:00-10:00 p.m. (At Greensboro Division)

PSYCHOLOGY 32—Educational Psychology. *Three Credit Hours.* Third period, 9:50-10:40 a.m.

RELIGION

RELIGION 35—The Development of Religion in the Bible I. *Three Credit Hours.* Third period, 9:50-10:40 a.m.

RELIGION 36—The Development of Religion in the Bible II. *Three Credit Hours.* Fourth period, 10:45-11:35 a.m.

RELIGION 131 (Graduate Course)—Contemporary Theologians. *Three Credit Hours.* (To be scheduled)

RELIGION 132 (Graduate Course)—Quaker Thought. *Three Credit Hours.* (To be scheduled)

SOCIOLOGY

*SOCIOLOGY 20—The Social Sciences—Introductory. *Three Credit Hours.* M, W, F—8:00-10:00 p.m. (At Greensboro Division)

SOCIOLOGY 34—Crime and Delinquency. *Three Credit Hours.* Third period, 9:50-10:40 a.m.

SPANISH

SPANISH 13-14—Intermediate Course. *Six Credit Hours.* First and second periods, 8:00-9:45 a.m.



THE LAKE—A FAVORITE SUMMER SPOT

GUILFORD COLLEGE

THE SOUTH'S OLDEST COEDUCATIONAL COLLEGE

Nestled in the gently rolling Piedmont Plateau, the beautiful Guilford College campus has a special charm in summertime. It's grounds and buildings are shaded by groves of giant oak and hickory trees, and cool shadows defy the warmest sun. Guilford was founded in 1837 and in 1962 will celebrate the completion of 125 years of uninterrupted educational service.

This pleasant setting provides a relaxed atmosphere for study during the annual Summer School. The suburban villiage of Guilford College, self-sufficient with up-to-date shopping district, is adjacent to the campus. The New Garden Meeting of Friends, on campus, offers a place of worship near at hand. Only a few minutes bus ride to the east, along Friendly Road, lies Greensboro, with churches of nearly every denomination, and every cultural and shopping advantage of an urban center.

Guilford College, operated by the Society of Friends (Quakers), is in practice non-sectarian, welcoming students of every denomination. Emphasis has been placed on the College Library which offers many quiet nooks for study and research.

A favorite summertime recreation area is the campus lake, with swimming, boating, and picnic facilities. Nearby are eight asphalt tennis courts and a paved outdoor game area lighted for night use.

Guilford College summer school students enjoy a full, well-organized program of extra-curricular activities. Social events are carefully planned by student committees, and every effort is made to appeal to students of all inclinations.

THE GREENSBORO DIVISION

The Greensboro Division of Guilford College, now in its eleventh year, offers instruction in a spacious new building made possible by the wisdom and generosity of Greensboro's civic, business and industrial leaders. This division maintains the same high academic standards that have placed Guilford College in its respected position among Southern educational institutions.

In addition to the college credit courses listed in this bulletin, the Greensboro Division of Guilford College will offer a full semester's work in high school and business education courses during the nine-week summer session. For complete information about the Greensboro Division, contact: Dr. Grady E. Love, Director, Greensboro Division of Guilford College, 519 West Washington Street, Greensboro, N. C. Telephone: BR 5-5395.

For further information write to:

DR. CLYDE A. MILNER

President of the College

GUILFORD COLLEGE, NORTH CAROLINA



GUILFORD COLLEGE

Chartered 1834 — Founded 1837

Guilford College Bulletin
Published Monthly by
GUILFORD COLLEGE

Entered at Greensboro, N. C., as second-class matter
under the Act of Congress, August 24, 1912

VOL. LII

February, 1959

No. 2



GUILFORD COLLEGE BULLETIN

THE

COLLEGE CATALOGUE

And Announcements

1959-1960

Published Monthly by
GUILFORD COLLEGE
GUILFORD COLLEGE, N. C.

VOL. LII

JUNE, 1959

No. 6

GUILFORD COLLEGE BULLETIN

Catalogue Number
June 1959

Announcements
1959 - 1960



Published Monthly by
GUILFORD COLLEGE
GUILFORD COLLEGE, N. C.

VOLUME LII

NUMBER 6

Guilford College welcomes visitors to its beautiful campus. Except during vacation periods the administrative offices in Memorial Hall are open to visitors from 9:00 a.m. to 4:00 p.m., Monday through Friday, and from 9:00 a.m. to 12:00 noon on Saturdays. For Saturday afternoon and Sunday visits, interviews with administrative officers should be arranged beforehand.

RECOGNITION AND ACCREDITING

The standing of a college in the educational world is important to its students, alumni, and friends. Guilford College is fully accredited by the Southern Association of Colleges and Secondary Schools and the National Commission on Accrediting. It is a member of the Association of American Colleges and is on the approved list of the American Medical Association and of the North Carolina State Department of Education.

Its work is, therefore, accepted at face value in the certification of teachers and in the admission of students to the universities and professional schools of the nation.

Guilford College is a member of the American Association of University Women and the North Carolina Foundation of Church-Related Colleges.

TABLE OF CONTENTS

Accrediting	3
Calendar	6
Guilford College	7
Educational Program	14
Courses of Study	20
The Social Environment	78
Academic Regulations	85
The Library	90
The Summer Session	92
Greensboro Division	93
Admission Requirements	94
How to Apply	95
Fees	96
Personnel	104
Index	111

CALENDAR

FIRST SEMESTER, 1959-60

Enrollment of Freshman Class, Monday, September 14, 1959.
Enrollment of Upperclassmen, Thursday, September 17.
All Class Begin, Friday, September 18.
Meeting of Greensboro Advisory Board, Tuesday, October 13.
Meeting of Board of Trustees, Friday, October 16.
Convocation Day, Thursday, November 5.
Founders Day, Friday, November 6.
Homecoming Day, Saturday, November 7.
First Quarter Ends, Saturday, November 14.
Thanksgiving Holiday, Thursday, November 26.
Christmas Holidays, 1:00 p.m. Saturday, December 19, until
8:30 a.m. Monday, January 4, 1960.
Meeting of Board of Trustees Friday, January 15.
Reading Day, Friday, January 15.
Semester Examinations, Saturday, January 16-Monday,
January 25.
First Semester Ends, Monday, January 25.

SECOND SEMESTER, 1959-60

Second Semester Begins, Tuesday, January 26.
Registration, Tuesday, January 26.
All Classes Begin, Wednesday, January 27.
Spring Holidays, 1:00 p.m. Saturday, March 19, until 8:30
a.m., Tuesday, March 29.
Third Quarter Ends, Saturday, March 19.
Meeting of Greensboro Advisory Board, Tuesday, April 12.
Meeting of Board of Trustees, Friday, April 15.
Reading Day, Wednesday, May 18.
Final Examinations, Thursday, May 19-Friday, May 27.
Alumni Day, Saturday, May 28.
Baccalaureate Exercises, Sunday, May 29.
Graduation Exercises, Monday, May 30.

SUMMER SESSION, 1960

Registration for 1960 Summer Session, Wednesday, June 1.
Meeting of Board of Trustees, Friday, July 15.
Close of Summer Session, Sunday, July 31.

FIRST SEMESTER, 1960-61

Enrollment of Freshman Class, Monday, September 12, 1960.
Enrollment of Upperclassmen, Thursday, September 15.
All Classes Begin, Friday, September 16.

GUILFORD COLLEGE

Guilford College, chartered in 1834 and founded in 1837 as New Garden Boarding School, took its present name in 1889 and is the oldest coeducational college in the South.

From the time of its establishment Guilford College has attempted to provide a broad, liberal culture in homelike surroundings and under inspiring religious influence. More recently the attempt has been made to interweave the religious teaching with the entire curriculum in such a way as to help the student not only to build ideals of action and relate himself to the whole social organization, but also, through the knowledge of the literary, scientific and social achievements of man, to see life as a whole. Although Guilford College is not a professional school, it provides a solid foundation for professional training and offers work in education sufficient to meet the state requirements for the certification of teachers in the public schools, provides thorough pre-medical, pre-law and pre-dental courses, and a course looking to specialization in home economics.

With the enrollment of the college limited to 650, including slightly over four hundred campus students—a number considered small enough for complete mutual acquaintance—and with a faculty of fifty-two, it is believed that the finest student work can be done. In a group of this size the individual is important, counts for something, is essential to the well-being of the community, and finds far greater opportunity for participation in student activities than he would in a larger group.

In 1953 Guilford College assumed the responsibility of operating the Greensboro Evening College. This unit became the Greensboro Division of Guilford College, and its growth has been phenomenal. At present, the Greensboro Division has an enrollment of

more than 1,100 men and women who are taking courses at times convenient to their work schedules. Instruction is now available during the day as well as in the evening, and courses are offered in five broad areas: the High School Program, the Business Education Program, the College Program, the Special Vocational Program and the non-credit Program of Continuing Education.

The Greensboro Division occupies a handsome new building located at 501 West Washington St. in Greensboro. This three-story structure, containing large classrooms, a library, a laboratory, and special rooms for drafting and typing, was made possible through the generosity of far-sighted Greensboro individuals and business firms.

RELIGIOUS INFLUENCE

Guilford College, while under the influence of the Society of Friends, is in practice nonsectarian. Among its students are young people of many denominations. Students and faculty share in religious instruction and worship. Members of the Student Christian Association cooperate with members of the faculty in planning religious meetings and activities. Students and faculty cooperate with the New Garden Meeting of Friends on the campus, although students are free to attend the churches of their choice.

SOME FACTS ABOUT GUILFORD COLLEGE

1. Guilford College has developed a progressive curriculum in which an effort is made to acquaint students with the great basic ideas and philosophies of man. The educational concept of the college, expressed in its core curriculum, has attracted much favorable comment and has been adopted, in whole or in part, by a number of institutions. This approach

to learning has passed through a long experimental period, and its value has been demonstrated.

2. A cooperative housekeeping plan, made permanent in Mary Hobbs Hall, has shown for more than forty years the validity of cooperative techniques not only as methods of reducing expenditures, but also as valuable agents of social unification.

3. Guilford bears a significant relation to educational progress in the state. The school was founded with teacher training as an aim, and a great number of educational leaders have gone forth from this institution to public and private schools, colleges, and universities.

4. Guilford College represents more than 122 years of continuous educational service, for New Garden Boarding School was one of the few schools which did not close during the period of Civil War and Reconstruction.

5. Guilford was a pioneer in intercollegiate athletics, realizing the value of intercollegiate relationships and the importance of an athletic program.

6. Above all, Guilford's greatest achievements may be read in the lives of her former students and graduates, and in the quality of their service to humanity.

LOCATION

Nestled in the gently rolling Piedmont Plateau and shaded by groves of giant oak and hickory trees, Guilford has a special charm. The college is on the Friendly Road in Guilford County, North Carolina, and immediately adjacent to the city limits of Greensboro. The entrance to the college grounds is a mile north of the Guilford College station on the branch of the Southern Railway between Greensboro and Winston-Salem.

The college is thus in the center of the Piedmont region which lies between the sand plains of the coastal region on the east and the Blue Ridge and

Great Smoky Mountains on the west. The climate is mild and provides warm, delightful weather in spring and autumn, and little extremely cold weather during the winter months.

Historically, this vicinity has interesting associations. A few hundred yards from the campus on Friendly Road is the Dolley Madison Well, marking the birthplace of a charming mistress of the White House. In the other direction is the birthplace of "Uncle Joe" Cannon, and three miles to the north is the famous battleground of Guilford Courthouse, now a national park. Near the campus, granite stones mark the site of the old Yearly Meeting House used as a hospital at the time of that battle.

BUILDINGS AND GROUNDS

The college property consists of two hundred and ninety acres of campus, field, and woodland. The campus and athletic field occupy thirty acres.

About the campus in a large quadrangle are grouped the principal buildings, all of which are of brick.

Founders Hall, the oldest building of the group, erected in 1837, now a dormitory for girls, houses also the college dining room, the office of the Dean of Women, reception rooms, the home economics laboratory and classrooms, and the infirmary and nurse's quarters.

Archdale Hall, erected in 1886, and named in honor of the Quaker Governor, John Archdale, has been completely renovated and will now accommodate forty-six men.

The Music Building, built in 1891 for the Young Men's Christian Association, is now used by the Music Department.

Memorial Hall, erected in 1897, by former students of New Garden Boarding School, Benjamin N. and

James B. Duke, in memory of their sister, Mary Elizabeth Lyon, contains the administrative offices and auditorium.

Mary Hobbs Hall, erected in 1907, for girls who wish to reduce expenses by cooperative housekeeping, affords accommodations for seventy girls.

The Library was erected in 1909 with the aid of a donation by Andrew Carnegie. In 1950 the stacks were more than doubled, the offices and work rooms were enlarged, and a periodical room, a music and arts room, seminar rooms and study rooms were added.

King Hall, including the modern front wing constructed in 1949, contains eight classrooms, commodious laboratories for physics, biology, chemistry, psychology, and natural science, and one for commercial subjects, as well as a large lecture and projection room.

Cox Hall, a dormitory for young men, contains 52 large rooms.

The Gymnasium, erected in 1940, is a modern Georgian Colonial brick building which provides adequately for the social, recreational and athletic activities of the college.

The Student Affairs Building, rebuilt in 1936 from the old college power house, contains a large social room and kitchenette facilities for serving small groups. It is a center for conferences, discussions and social group meetings.

The Meeting House which now accommodates the sessions of North Carolina Yearly Meeting of Friends and supplies the college community a place for worship, was erected in 1912. It serves as a real center for the spiritual life of the college. The first New Garden Meeting House was built in 1751.

Kathrine Hine Shore Hall, erected in 1954, through the gift of B. Clyde Shore to honor his wife and to bear her name, is a modern Georgian Colonial dormitory. It houses fifty young women and a head resident. A spacious parlor, terrace, and basement lounge provide social and recreational facilities for the residents and women day students.

John Gurney Frazier Apartments, 4½ room and 3½ room modern, permanent, duplex living units to provide housing for married students, were begun in 1954. Twenty-two apartments were made available through the gift of John Gurney Frazier, Jr. of Charlotte, North Carolina, to honor his father, John Gurney Frazier, Sr., long time resident of Guilford College, himself and his son, John Gurney Frazier, III.

These twenty-two apartments are available for rent to married Guilford students. The cost is \$32.50 per month for the one-bedroom and \$37.50 per month for the two-bedroom homes. An additional charge is made of \$2.50 each for the use of stove and refrigerator if these are furnished by the College. Write David Parsons, Business Manager, for application for these accommodations.

The College Union, opened during the summer of 1956, is a modern building designed to provide a focal point for campus religious, social and recreational activities. The college book shop adjoins the soda fountain and lunch rooms. The central hall of the Union is a spacious lounge with study desks, comfortable furniture, and a television viewing area; it may be cleared for student dances and gatherings. The office wing of the building provides permanent quarters for the student publications, an office for the director of student activities, and a number of meeting rooms which are at the disposal of student groups for meetings.

English Hall, a new men's dormitory, made possible through the generosity of Nereus C. and Thomas English, was opened at the beginning of the 1957-58 school year. It provides rooms, each with a lavatory, for fifty-two men, as well as an apartment for a men's counsellor. Its design is a modification of the Kathrine Hine Shore Hall, described above, and its style is the Georgian Colonial traditional to Guilford's campus. It is located just east of Archdale Hall.

Hobbs Athletic Field is a carefully graded tract of three acres, adapted to football, soccer, baseball, track, and field work. It is surrounded by a quarter-mile running track with a hundred-yard straightaway.

Recreation Areas. In addition to Hobbs Field, there are six all-weather concrete tennis courts, special fields for hockey, softball, volleyball, and other sports, an outdoor recreation area with facilities for basketball, volleyball, shuffleboard, badminton and dancing, and a College Lake for boating, fishing, and swimming.

Development Program. Planned for the college campus in the near future are: a new Auditorium-Music-Religious Education building; new, improved athletic fields and recreational areas; an extensive remodeling program for Memorial Hall; and a number of alumni-sponsored beautification projects.

EDUCATIONAL PROGRAM

I. Tool Courses

Tool courses are a continuation of training in essential tool subjects—English (written and spoken), at least one foreign language, fundamentals of mathematics, the most approved techniques of the natural sciences, and a survey of those areas where these techniques especially apply. This is to facilitate success in college and insure the continuance of study later for vocational and avocational interests. This is equivalent to approximately one-fourth of the college course in terms of credit hours, but it will also be tested in terms of quality achievement.

II. Essential Cultural Resources

In addition to a professional or technical training and an equipment of educational tools, a liberal arts graduate should be intelligently conversant with the culture of his civilization in order to enter more fully into, and to contribute more significantly to, his social responsibilities and especially to stimulate and develop enriching avocational interests. Against the warp of historical perspective and understanding, each student begins the study of the individual growing into a personality which must adjust to the many complexities of modern life—the home, family, community, state, nation, and world. To develop more fully the intellectual design on the warp of history, man's greatest contributions in literature, the arts, religion, and philosophy must be understood and appreciated. This makes up one-fourth of the college course requirement.

III. Major Concentration In a Selected Field of Personal Interest

This is equivalent to approximately one-half of the four-year college course, involving a carefully planned sequence of courses in the major field and related subjects chosen by the student in conference with his adviser, the professor of the major field. This gives the student necessary vocational training or preparation for further training at a professional school.

IV. Physical Education and Recreational Program

The emphasis is upon knowledge of and care of a healthy physical body and the development of normal recreational hab-

its. Objectives include recreational activities for every student and the establishment of skills in games and sports which develop interests for after-college years. In order to make this program a real part of the educational pattern, each student is expected to have a recreation period three times a week during his four years. Additional voluntary participation on intercollegiate teams, in intramural games and in friendly competition is encouraged.

V. The Creation and Maintenance of a Social Environment

It is of paramount importance to incorporate the entire social life of the College into the educational program. During the four years on the campus, each student should establish wholesome and creative habits of living cooperatively. There is a constant effort to build an environment distinguished by its qualities of friendliness, thoroughness and sincerity, reflections of the religious spirit in which the institution is nurtured.

I. TOOL COURSES

The curriculum of Guilford College has been planned to equip each student with educational tools—English, a foreign language, mathematics, and techniques of the natural sciences.

NATURAL SCIENCES

Natural Science 11—The Physical World.

Three lectures and two hours laboratory each week. Credit: three hours first semester.

This course is intended to provide an understanding of the method by which scientific conclusions are reached, the fundamental concepts with which the physical scientist operates and a broad general outline of the nature of the physical world.

Natural Science 12—Human Biology (Man and the Biological World).

Three lectures and two hours of laboratory work each week.

Credit: three hours second semester.

A study of man and his relation to the biological world.

Mathematics 13-14—Freshman Mathematics.

Three hours each week. Credit: three hours each semester.

The use of logarithms, the solution of linear and quadratic equations and simultaneous linear equations, the solution of right and oblique triangles. Simple algebraic, trigonometric, and exponential functions, their graphs, and their application to the description and prediction of

natural and social phenomena. Special consideration is given to certain statistical concepts and to the mathematics of investment.

ENGLISH

English 11-12—English Composition.

Three hours each week. Credit: three hours each semester.

A study of the principles of correct usage and structure of words and sentences is made. Accuracy in the mechanics of writing is insisted upon. Themes, conferences, oral work, collateral reading, and reports are required.

CLASSICAL LANGUAGES

Greek 11-12—Elementary Course.

Three hours each week. Credit: three hours each semester.

Greek 13-14—Intermediate Course.

Three hours each week. Credit: three hours each semester.

Prerequisite: Greek 11-12.

or

Latin 11-12—Elementary Course.

Three hours each week. Credit: three hours each semester.

Latin 13-14—Intermediate Course.

Three hours each week. Credit: three hours each semester.

Prerequisite: Latin 11-12, or equivalent.

MODERN FOREIGN LANGUAGES

French 11-12—Elementary Course.

Three hours each week. Credit: three hours each semester.

French 13-14—Intermediate Course.

Three hours each week. Credit: three hours each semester.

Prerequisite: French 11-12, or an acceptable entrance examination score.

or

German 11-12—Elementary Course.

Three hours each week. Credit: three hours each semester.

German 13-14—Intermediate Course.

Three hours each week. Credit: three hours each semester.

Prerequisite: German 11-12, or equivalent.
or

Spanish 11-12—Elementary Course.

Three hours each week. Credit: three hours each semester.

Spanish 13-14—Intermediate Course.

Three hours each week. Credit: three hours each semester.

Prerequisite: Spanish 11-12, or an acceptable entrance examination score.

II. ESSENTIAL CULTURAL RESOURCES

The course of study is also arranged to give each student an understanding of the world in which he lives and an insight into the outstanding problems of his age.

SOCIAL SCIENCE

Sociology 20—The Social Sciences—Introductory.

Three hours each week. Credit: three hours.

This course considers the development of the scientific approach to the study of society, the culture concept, basic western institutions, problems of socialization and personality adjustment, and social responsibility. It includes units on the social testimonies of the Society of Friends and on efforts at relief and rehabilitation—national and international.

Prerequisite for all other Sociology courses.

Psychology 21—General Psychology.

Three lectures and two hours of laboratory each week. Credit: three hours first semester.

An introductory course, giving a survey of the essential facts and laws of human behavior.

Prerequisite for all other Psychology courses.

History 37-38—A History of World Civilization.

Three hours each week. Credit: three hours each semester.

An attempt to develop an appreciation of history as a cultural resource diluting ethnocentrism, and the importance of the historical aspect of all modern culture. The main features of this course are a clarification of definitions, a recognition of the development of different great cultures, each valuable in its own light, the tracing of salient features of the rise of Western Civilization and an appraisal

of some factors of an emerging World Civilization. The first semester especially emphasizes the classical and medieval foundation of Western Civilization, and the second semester deals with the major developments toward a World Civilization since approximately 1500.

LITERATURE AND ART

English 21—Survey of Western World Literature.

Two hours of lectures, one of discussion each week. Credit: three hours first semester.

A study of the masterpieces of English and foreign literature. Outside reading and reports.

Philosophy 24—Aesthetics: Appreciation of Art.

Three hours each week. Credit: three hours second semester.

An analytic study of the beautiful, of aesthetic appreciation, and of artistic creation for the purpose of gaining an understanding of the fine arts.

PHILOSOPHY AND RELIGION

Religion 35-36—The Development of Religion in the Bible.

Three hours each week. Credit: three hours each semester.

The religious development of Israel and the beginnings of Christianity are studied for their contribution to a mature religion.

Philosophy 41-42—A Survey of Religious and Philosophical Thought in Western Civilization.

Three hours each week. Credit: three hours each semester.

This course deals with the development of religious philosophical thought from the Greek period through the modern era. It surveys the great systems of philosophy and religion and shows their influence on developing civilization. Special consideration is given outstanding leaders of thought of each period.

III. MAJOR CONCENTRATION IN A SELECTED FIELD OF PERSONAL INTEREST

Each student is encouraged to get as complete a mastery of his field of intensive study as is possible in four years. For this intensive work the academic subjects are separated into three divisions: the natural sciences, the social sciences, and the languages and arts. Each student chooses a major at the beginning of his course; in his sophomore year he begins the study of some related subject in the division; in his junior year he

adds a second related subject. The major professor arranges each student's four-year course of study in conference with him, giving careful consideration to individual objectives and goals.

Exceptional students are encouraged to undertake an independent investigation in their major field, which may be incorporated unto the required senior thesis; or to carry on an independent course of readings, research, or experimentation leading to a comprehensive examination and the award of Special Honors in their major subject.

Within the liberal arts curriculum of Guilford College, students may prepare for a great variety of occupations. Faculty advisers help each one plan his educational program to fit him best for his career. The student preparing for graduate or professional school should confer with the Dean to make sure that he takes a schedule of courses which will meet the requirements of the institution he wishes to enter. Usually, pre-medical and pre-nursing students and those intending to become laboratory technicians major in biology. Pre-engineering students major in mathematics or physics, and pre-dental candidates may major in either chemistry or biology. Pre-law students generally select history as their major field.

MAJORS OFFERED

BIOLOGY	PHILOSOPHY
CHEMISTRY	PHYSICAL EDUCATION
ECONOMICS AND BUSINESS	FOR MEN
ENGLISH	(RECREATIONAL LEADERSHIP)
FRENCH	PHYSICS
GERMAN	POLITICAL SCIENCE
HISTORY	PSYCHOLOGY
MATHEMATICS	RELIGION
MUSIC	SOCIOLOGY
	SPANISH

IV. See Physical Education Department (page 38)

V. See the Social Environment (page 78)

Note: All students are required to complete satisfactorily the tool courses and essential cultural resources as outlined under *Educational Program*, beginning on page 14.

COURSE OF STUDY

FRESHMAN YEAR <i>Hours</i>	SOPHOMORE YEAR <i>Hours</i>	JUNIOR YEAR <i>Hours</i>	SENIOR YEAR <i>Hours</i>
NATURAL SCIENCE . . . 6 Natural Science 11 Natural Science 12	SOCIAL SCIENCE 6 Psychology 21 Sociology 20	SOCIAL SCIENCE 6 History 37 History 38	PHILOSOPHY 6 Philosophy 41 Philosophy 42
ENGLISH 6 English 11 English 12	LITERATURE AND ART 6 English 21 Philosophy 24	BIBLICAL LITERATURE 6 Religion 35 Religion 36	
FOREIGN LANGUAGE . . 6	FOREIGN LANGUAGE . . 6		ELECTIVE 6
MATHEMATICS 6 Mathematics 13 Mathematics 14		MAJOR OR RELATED SUBJECT . 6	MAJOR OR RELATED SUBJECT . 6
	MAJOR OR RELATED SUBJECT . 6	MAJOR OR RELATED SUBJECT . 6	MAJOR OR RELATED SUBJECT . 6
MAJOR 6	MAJOR 6	MAJOR 6	MAJOR 6
PHYSICAL ED. 2	PHYSICAL ED. 2	PHYSICAL ED. 2	PHYSICAL ED. 2

COURSES OF INSTRUCTION*

BIOLOGY

PROFESSOR CAMPBELL

ASSOCIATE PROFESSOR TERRELL

A major in biology consists of twenty-four hours, including *Biology* 13-14 (or equivalent) and *Biology* 21-22. *Biology* 13-14 is prerequisite to all advanced courses. In the field of the allied subjects the student should take a minimum of one year of chemistry, preferably more, and one year of physics.

Biology 12—Man and the Biological World.

Three lectures and two hours of laboratory work each week.

Credit: three hours second semester.

A study of man and his relation to the biological world.

(Also listed as NATURAL SCIENCE 12)

Biology 13-14—General Biology.

Three lectures and three hours of laboratory work each week.

Credit: four hours each semester.

This course is designed to give a thorough background in the fundamental principles of biology. Those majoring in the natural sciences, physical education or psychology, and those planning to teach science should elect this course instead of BIOLOGY 12.

No credit given for less than one year's work.

Biology 21-22—Vertebrate Zoology and Comparative Anatomy.

Involves lectures and laboratory. Credit: seven hours for the year.

This course includes a brief survey of the main classes of the vertebrates, followed by a comparative study of vertebrate anatomy. The types studied in the laboratory are the shark, necturus, turtle, and cat.

No credit given for less than one year's work.

Biology 23—General Botany.

Two lectures and three hours of laboratory work each week.

Credit: three hours first semester.

A study of the physiology and morphology of higher plants. Recommended to majors in biology who expect to teach or to enter graduate study.

*The college reserves the right not to give a course when less than ten students register for it.

Biology 24—Field Botany.

One lecture and six hours of laboratory work each week.

Credit: three hours second semester.

A survey of the plant kingdom, emphasizing field study and identification.

Biology 31—Physiology of the Human Body.

Three lectures and three hours of laboratory each week. Credit: four hours first semester.

A study of the physiological processes of the human body.

Offered 1959-1960, and alternate years.

Biology 32—Vertebrate Embryology.

One lecture and six hours of laboratory each week. Credit: three hours second semester.

The development of the vertebrate with special emphasis on the chick.

Offered 1959-1960, and alternate years.

Biology 33—Bacteriology.

Two lectures and six hours of laboratory each week. Credit: four hours first semester.

A course in general bacteriology, including also a brief study of the most common pathogenic forms, and the theories of immunity. The laboratory work includes routine procedures, such as the preparation of the media, staining, and physiological reactions, in addition to analysis of food, milk, and water.

Offered 1960-1961, and alternate years.

Biology 34—Technique in Laboratory Methods.

One lecture and six hours of laboratory each week. Credit: three hours second semester.

A course in technique in which the student is trained in working with such materials and methods as are encountered in health and hospital laboratories.

Offered 1960-1961, and alternate years.

Biology 41-42—Advanced Biology.

Three lectures or nine hours of laboratory each week. Credit: three hours each semester.

The work in this course will be given in the special field for which the student is especially prepared. It may be elected only by special permission from the professor in charge.

Biology 43—Genetics.

Credit: three hours first semester.

A study of the principles of genetics.

CHEMISTRY

PROFESSOR LJUNG

ASSOCIATE PROFESSOR OTT

A major in chemistry consists of *Chemistry* 11-12, 21, 22, 23, 24, 31, 41. Students majoring in chemistry are advised to take two years of mathematics in addition to the course required of freshmen and two years of physics. Students may, however, take two or three years of biology. This arrangement is especially valuable for students registering for pre-medical work.

Chemistry 11-12—General Inorganic Chemistry.

Three lectures and four laboratory hours each week with discussion periods. Credit four hours each semester.

An introduction to the study of the principal metallic and non-metallic elements, and their compounds, and the fundamental laws of chemistry.

No credit given for less than one year's work.

Chemistry 21—Qualitative Analysis.

Two lectures, one quiz period, and six laboratory hours each week. Credit: four hours first semester.

The fundamental principles and theories underlying the qualitative analysis and the methods of separation and identification of the common cations and anions are studied both in class and laboratory, using the semi-micro technique.

Prerequisite: Chemistry 11-12.

Chemistry 22—Quantitative Analysis.

Two lectures, one quiz period, and six laboratory hours a week. Credit: four hours each semester.

A study of the principal methods of gravimetric and volumetric analysis; lectures, laboratory work, and stoichiometric exercises.

Prerequisite: Chemistry 11, 12 and 21.

Chemistry 23-24—Organic Chemistry.

Two lectures, one quiz period, and six laboratory hours a week: Credit: four hours each semester.

A study of the aliphatic and aromatic series, and methods of preparation and purification of organic compounds.

Prerequisite: Chemistry 11-12.

Chemistry 31—Physical Chemistry.

Two lectures and three laboratory hours a week. Credit: three hours.

A study of the properties of solids, liquids, and gases and the properties of solutions.

Prerequisite: Chemistry 22, Physics 11-12, and Mathematics 22.

Chemistry 41—Research.

Conferences, library and laboratory work. Credit: to be determined.

Arranged for students majoring in chemistry. Special emphasis is laid on the use of chemical literature, method of approach to research, and the solution of some research problems.

ECONOMICS AND BUSINESS ADMINISTRATION

PROFESSOR VICTORIUS

ASSOCIATE PROFESSOR LOCKARD

ASSISTANT PROFESSOR DEVLIN

It is the purpose of the Department of Economics and Business Administration to acquaint the student with the principles and practices that govern our economic system, to develop a scientific attitude toward the major economic problems confronting our society; and, where possible, to suggest sound procedures and policies for the solution of such problems. At the same time, opportunity is given the student to acquire the rudiments of a practical business training.

For the student who elects to major in economics and business administration, *Economics* 21-22 (General Economics) is a required course. The following courses in special subjects are considered essential: *Economics* 23 (Business Law); *Economics* 31 (Money and Banking); *Economics* 35 (Business Organization and Management); *Economics* 41 (Labor Economics). Other courses in the field may be chosen according to the particular interest of the student. A major consists of 24 hours of credit, exclusive of credit for seminar and senior thesis.

For courses in related fields, all majors in economics and business administration should take *Psychology* 31 (Personnel Psychology) in addition to the general college requirements. Other related courses may be chosen according to the particular interests of the student.

Economics 11—Economic Development of the United States

Three hours each week. Credit: three hours first semester.

Through its historical approach the course presents an analysis of all phases of the economic growth of the United States. The course is designed to promote understanding of the evolution of the complex economic society that exists today. Included in the study are: commerce, finance, agriculture, industry, and economic fluctuations.

Economics 12—Introduction to Business.

Three hours each week. Credit: three hours second semester.

This course is intended to introduce the student to the basic purposes and responsibilities of business. The various forms of business

ownership and enterprise are presented. All phases of business are discussed, including retailing, advertising, transportation, personnel, production and finance.

Economics 21-22—General Economics.

Three hours each week. Credit: three hours each semester.

This course is planned to give a general understanding of the organization of our economic life and the fundamental principles underlying it. The student is introduced to the basic forms of business organization and combination and the elements which determine value and price. The principles and problems involved in the area of business administration, labor relations, monopoly, money and banking, international trade, business fluctuations, and government finance are analyzed and discussed, and some examination is made of programs for economic reform.

Required of all economics majors, and of students with a minor in economics.

The entire course must be completed before credit can be given for either semester.

Not open to first-year students.

Economics 23—Business Law I and II.

Three hours each week. Credit: three hours each semester.

The aim of the course is to give the student an understanding of the main principles of law which govern the daily conduct of business. The topics discussed are contracts, agency, sales, bailments, suretyships, and negotiable instruments. The principles are illustrated by actual cases. A study of various phases of insurance and a study of the laws of partnerships and corporations are included.

Not open to first-year students.

Economics 24—Elements of Marketing.

Three hours each week. Credit: three hours second semester.

Consideration is given to the functions performed in the marketing of goods and the agencies operating in the field of marketing, such as wholesalers, retailers, brokers and other agents, produce exchanges, and transportation and storage agencies. A study of marketing methods and policies involved in sales promotion, merchandising, and advertising is included.

Prerequisite: Economics 21.

Economics 25—Elements of Accounting I.

Five hours each week. Credit: three hours first semester.

This course is built up along the lines and methods of modern accounting practice. The subject matter includes: theory of debit and credit, record making, organization of accounts, study of the complete accounting cycle including all types of adjustment, and presentation of financial statements. The semester is given to a consideration of accounting methods and bookkeeping practice applicable to the individual proprietorship.

Not open to first-year students.

Economics 26—Elements of Accounting II.

Five hours each week. Credit: three hours second semester.

Continuation of Accounting I. Methods and practice applicable to the partnership and the corporation are studied. Emphasis is given to cost accounting procedure for the manufacturing enterprise. An introduction to analysis and interpretation of financial statements is included.

Prerequisite: Economics 25.

Economics 31—Money and Banking.

Three hours each week. Credit: three hours first semester.

Following a study of the nature, functions and forms of money, of monetary systems and standards, and of American monetary experience, the development and present structure of the American banking system is discussed, with special emphasis on the commercial banking process and the interaction between commercial and central banking. A comparison is made with foreign systems. Recent developments in the domestic and international field of money and banking are analyzed and discussed.

Prerequisite: Economics 21-22.

Economics 32—International Economic Relations.

Three hours each week. Credit: three hours second semester.

In this course consideration is given to the theories, practices and problems in economic relations across national boundaries and between nations and states. Special emphasis is placed upon the tariff problems, and the international agencies for the promotion of international trade. The international economic position of the United States is analyzed and evaluated.

Prerequisite: Economics 21-22. The prerequisite may be waived for mature students.

Offered upon sufficient demand.

Economics 34—Elements of Statistics.

Five hours each week. Credit: three hours second semester.

This course is designed to introduce the student to the elementary statistical methods which are employed in the field of economics and business or related fields. Topics included are collection of data, sampling, tabular and graphic presentation of statistical data, types of averages and deviation, construction of index numbers, and measurement of seasonal, secular, cyclical and irregular changes in economic data, as well as correlation analysis and measurement.

Not open to first-year students.

Economics 35—Business Organization and Management.

Three hours each week. Credit: three hours first semester.

This course is a study of the principles and problems involved in organizing and managing business enterprises. Forms and methods of organization are discussed, and policies of operation for all as-

pects of management are analyzed, with special emphasis on the management of industrial enterprise. Principles and practices are illustrated throughout by a consideration of actual cases.

Prerequisite: Economics 21-22.

Economics 36—Business Finance.

Three hours each week. Credit: three hours second semester.

This course is a study of the basic financial aspects of business enterprises. Major attention is given to the problems and practices as related to the corporate form of business. Questions of financial plans, permanent capital, working capital, management of earnings, and financial expansion and reorganizations are included. Actual cases are used to illustrate the principles and practices involved.

Prerequisite: Economics 21-22 and 25.

Economics 40—Public Control of Business.

Three hours each week. Credit: three hours first semester.

This course is designed to offer an integrated study of public control of economic activities in various fields of private endeavor. Public policy is treated in the light of motivations, objectives, and administrative procedures. Special emphasis is placed upon the regulation of industrial combinations and public utilities, as well as upon the practices that are directed toward the maintenance of a stable economy.

Prerequisite: Economics 21-22. The prerequisite may be waived for mature students.

Offered first semester.

Economics 41—Labor Economics.

Three hours each week. Credit: three hours first semester.

This course is an intensive study of trade-unionism, collective bargaining and public policy in the field of labor relations. Emphasis is placed upon the historical development of the labor movement and the issues involved in the establishment of constructive industrial relations.

Prerequisite: Economics 21-22. The prerequisite may be waived for mature students.

Economics 42—Public Finance.

Three hours each week. Credit: three hours second semester.

In this course consideration is given to the principles and techniques involved in government expenditures, government revenues and public borrowing. The application of these principles and techniques by the various governmental units in the United States is studied, with special emphasis on the tax system. Interrelationships of federal, state and local finances are analyzed and discussed.

Prerequisite: Economics 21-22.

Economics Seminar.

Two hours each week. Credit: one hour each semester.

The seminar is designed to serve a multifold purpose for majors in the field of Economics and Business. It is the meeting place and clearing house for the development of ideas and mutual aid in the

solution of problems relating to general issues in the field of economics. Through the medium of reports and discussions on current projects, developments and problems, the student is expected to synthesize the knowledge gained in particular courses in special areas of economics.

Required of majors in economics during their junior and senior years.

EDUCATION

PROFESSOR LOVE

ASSOCIATE PROFESSOR BAILEY

It is the purpose of the Department of Education to develop a philosophy of education that is applicable to a democracy, to impart a knowledge of educational principles and methods of teaching based on sound psychological and sociological principles, and to equip the student for service as a teacher in the public schools.

Students who expect to teach in the secondary schools will major in the academic subject of their interest. They will take certain courses in the Department of Education required for certification. These are *Education 21* and *Education 34*, or *Education 35*, *Psychology 22* and *Psychology 32*. Music Education majors take *Education 31* and *Education 32*; Physical Education majors, *Education 42*; and academic secondaries, *Education 38*; all take *Education 40*.

Those students planning to teach in the elementary school may major in Elementary Education. This major consists of *Education 21* and either *Education 34* or *Education 35*; *Education 25* and *Education 28*; *Psychology 22* and *Psychology 32*; *Education 36* and *Education 40*. Related courses required for certification and included in the course of study for those seeking elementary certificates are: *English 29*, *History 21-22*, *Political Science 32*, *Geography 13* and *14*; *Music 11-12*, *Physical Education 45-46*. Three hours of Choir credit may be counted in lieu of *Music 11-12*.

Psychology 22 is a prerequisite for *Psychology 32*. Before being eligible for *Education 40* a student must have had the proper course from the following group: *Education 31*, *Education 32*, *Education 36*, *Education 38*, *Education 42*. Whenever possible a student should plan his program far enough ahead so that it will be necessary for him to carry only 13 hours during the semester of the senior year in which student teaching is done.

All students wishing to do student teaching will file a written request with the head of the Department of Education during the second semester of their junior year.

All students planning to teach Music, Physical Education, or any academic subject on the secondary level, should consult the head of the Department of Education for further information about the requirements for certification.

Education 21—The American Public School.

Three hours each week. Credit: three hours first semester.

This course provides an intensive treatment of the place of the public school in our American democracy. Against the background of the changing American culture, the historical development of the various features of public education is presented, and the impact of historical institutions and ideas on education is pointed out. The social role of the school is emphasized. The course concludes with a vigorous treatment of the problems confronting American educational leadership as it charts its future course. Equally valuable to the teacher or layman who wishes a better understanding of one of America's most valuable institutions.

Education 25—Music for the Elementary School Teacher.

Three hours each week. Credit: three hours first semester.

This course is designed to meet the music teaching needs of elementary teachers. It includes the necessary fundamentals and the various methods used for the presentation of music to children.

Education 28—Drawing and Industrial Arts for the Elementary School Teacher.

Three hours each week. Credit: three hours second semester.

This course includes the fundamentals in drawing and painting, materials for use in elementary schools and industrial arts.

Education 31—Elementary School Music Problems.

Three hours each week. Credit: three hours first semester.

This course is primarily a prerequisite for the practice-teaching course. It includes the methods and materials used throughout the school system, score cards for evaluating progress, formulation of criticisms, visitations, and the organization of teachers' meetings.

Education 32—High School Music Problems.

Three hours each week. Credit: three hours second semester.

This course is a continuation of EDUCATION 31 and includes all phases of high-school music. A study is made of the organization of glee clubs and choruses, including voice testing, assignment of parts, balance of parts, and selections suitable for various types of high school programs; and of the organization of orchestra and bands, including selections suitable for each.

Prerequisites: Music majors who have covered all major requirements are eligible for Education 32. Other students may enter only by permission of the instructor.

Education 34—Philosophy of Education.

Three hours each week. Credit: three hours second semester.

In this course consideration is given to the nature of the educative process, the school as a social and educational institution, and the purpose it is designed to serve in a democracy.

Offered 1960-1961, and alternate years.

Education 35—Measurement and Evaluation in Education.

Three hours each week. Credit: three hours first semester.

This course is a study of mental tests and educational measurements, such as the nature of measurements, the derivation of educational scales, and the development of standardized tests, tests and measurements of ability and achievement in both elementary and high school subjects.

Prerequisite: Education 21.

Education 36—Techniques of Teaching in the Elementary School.

Three hours each week. Credit: three hours second semester.

Emphasis is placed on the selection, organization and presentation of materials used with grades one through eight. Consideration is given to the principles of developing a sound curriculum in the elementary school. Frequent observations in public schools tend to make the course more meaningful.

Prerequisite: Junior standing. This course should be taken in the Junior year. It should not be the first course in Education.

Education 38—Techniques of Teaching in the Secondary School.

Three hours each week. Credit: three hours second semester.

This course is intended to give the prospective secondary teacher an understanding of the basic principles underlying the educative process in the secondary school. It includes methods employed in the organization of teaching materials in different fields of interest. It includes techniques of adjusting materials and learning aids to the needs of the pupils, and provides the prospective teacher with experience in curriculum construction, classroom organization and management, organization of routine activities such as record keeping, directed study, evaluation, school marks and marking systems. Observation of actual classroom teaching in the student's particular field of interest is an integral part of this course.

Prerequisite: Junior standing. This course should be taken in the Junior year. It should not be the first course in Education.

Education 40—Observation and Directed Teaching.

Five hours each week. Credit: three hours either semester.

Observation and directed teaching in the public schools will be supervised by the cooperating teachers and the head of the Depart-

ment of Education. After sufficient observation and participation a minimum of forty-five hours will be spent in actual teaching. Discussions will be held and criticisms offered as the need arises. A fee, paid by the student, is charged for student teaching.

Prerequisite: One course from among the following: Education 31, Education 32, Education 36, Education 38, Education 42.

Education 42—Methods in Health and Physical Education.

Three hours each week. Credit: three hours second semester.

Materials and methods used in teaching health and physical education in public schools and colleges.

Psychology 22—Child Psychology.

Three hours each week. Credit: three hours second semester.

(See course outlined under *Psychology 22*, Department of Psychology.)

Psychology 32—Educational Psychology.

Three hours each week. Credit: three hours second semester.

(See course outlined under *Psychology 32*, Department of Psychology.)

Prerequisite: Psychology 22.

ENGLISH

PROFESSOR FURNAS, ASSOCIATE PROFESSOR IVES AND ASSISTANT
PROFESSORS WEIS, MARLETTE AND DEAGON

A student majoring in English is expected to acquire an adequate knowledge of English and American literature, and the ability to use the English language in a creditable fashion, with some feeling for style. This aim should be achieved by voluntary reading as well as by taking regular courses. A course in English history must be taken as early as possible.

A major in English literature includes Courses 15, 16, 23, 24, 25, 33, 34, 35, 36, and 46, and Seminars 41 and 42. The courses are arranged in the order of increasing difficulty in language so that each course is more or less a prerequisite for those which follow. They should, therefore, be taken as nearly as possible in the order suggested. At least one semester of American literature is required by the State of North Carolina for high school teachers of English.

Majors in the department are expected to pass a comprehensive examination over the whole field about March first of their senior year. This is regularly an hour oral examination given by three or four instructors, but may include a written examination. Preparation for it should include review of courses taken, filling in between courses, matters of meter, and principles of structure in the different literary forms.

Related courses for the English major may be in education, a foreign language (often useful in high school teaching), philosophy, Biblical literature, history and writing or spoken English.

English As a Tool

At the end of the course in first-year English, students will be expected to have attained the ability to use the English language as an effective tool in both written and spoken form. Not stylistic or artistic ability, but correctness in manuscript, spelling, punctuation, paragraphing, and the preparation of reports with properly referred authorities and a bibliography will be required. This ability is tested by a comprehensive examination in English. Students failing this examination must take English 10.

Period Courses

English 15—Recent Literature. (Since 1914).

Three hours each week. Credit: three hours first semester.

English 16—Victorian Literature: Tennyson, Browning and Others.

Three hours each week. Credit: three hours second semester.

English 25—The Romantic Revival.

Three hours each week. Credit: three hours first semester.

English 26—The Neoclassical Age.

Three hours each week. Credit: three hours second semester.

Offered 1959-1960, and alternate years.

English 35—Milton and His Age.

Three hours each week. Credit: three hours first semester.

English 36—Shakespeare.

Three hours each week. Credit: three hours second semester.

English 45—Spenser and His Age.

Three hours each week. Credit: three hours first semester.

Offered 1960-1961, and alternate years.

English 46—Chaucer and His Age.

Three hours each week. Credit: three hours second semester.

English Seminar 41-42—Old English Literature in Translation and the Book of John in Old English.

Two hours each week. Credit: one hour each semester.

Courses in Writing**English 10—Remedial English Composition.**

Three hours each semester. Required of any student deficient in writing.

This is a non-credit course. It is designed and is mandatory for students who have failed the comprehensive examination in English. Upon the recommendation of two faculty members in conference with the chairman of the English Department, other students may be assigned to take this course.

Students who fail English 10 must repeat it.

English 11-12—English Composition.

Three hours each week. Credit: three hours each semester.

One section of English 11 will be offered in the second semester when necessary.

English 37—Creative Composition.

Two hours each week. Credit: two hours first semester.

An advanced course in professional, artistic writing, with a large amount of practice. A student may have credit for two semesters of creative writing, but is advised not to take both the same year. Students interested in advanced journalistic writing may sign for this course.

This course will be offered in the second semester when necessary.

Offered 1959-1960, and alternate years.

Courses in Spoken English**English 17—Public Speaking.**

Three hours each week. Credit: three hours each semester.

Given each semester.

English 27-28—Play Production.

Three hours each week. Credit: three hours each semester.

Survey Courses

English 21—Survey of Western World Literature.

Three hours each week. Credit: three hours first semester.
(See cultural resource courses.) Required of all students.
One section will be given the second semester when necessary.

English 23-24—American Literature.

Three hours each week. Credit: three hours each semester.

English 33-34—English Literature.

Three hours each week. Credit: three hours each semester.

Miscellaneous

English 29—Children's Literature.

Three hours each week. Credit: three hours first semester.

English Seminar 31-32.

Two hours each week. Credit: one hour each semester.

Advanced papers and reports on literary problems. A student majoring in English must take English Seminar 41-42 and should take also Seminar 31-32.

English 38—Classical Mythology.

Three hours each week. Credit: three hours second semester.

English 39—Advanced English Grammar.

Three hours each week. Credit: three hours first semester.

A course in functional grammar designed for those preparing to teach English in public schools and for those who wish a review of essentials in syntax, punctuation and usage. See English 10.

FOREIGN LANGUAGES

ASSOCIATE PROFESSOR HILTY, ASSISTANT PROFESSORS DEAGON
AND THOMPSON AND INSTRUCTORS HUNT AND FEAGINS

In French or Spanish, 24 hours beyond the beginning course are required for a major. A student who majors in one modern language must study, in addition, two years of another; and if he has no credits to offer in any classical language, it is suggested that he study *Greek* 11-12 or *Latin* 11-12 elementary course. History or English is recommended as a related subject. In all language courses through 14, no credit is given for less than one year's work.

French

Prerequisite for all courses beyond French 14: French 13-14, or equivalent.

French 11-12—Elementary Course.

Three hours each week. Credit: three hours each semester.

French 13-14—Intermediate Course.

Three hours each week. Credit: three hours each semester.

Prerequisite: French 11-12, or an acceptable entrance examination score.

French 21-22—Survey of French Culture.

Three hours each week. Credit: three hours each semester.

French 33-34—Advanced Course, primarily for language majors.

Three hours each week. Credit: three hours each semester.

French 41—Sixteenth Century Literature.

Three hours each week. Credit: three hours first semester.

Offered 1959-1960, and alternate years.

French 42—Seventeenth Century Literature.

Three hours each week. Credit: three hours second semester.

Offered 1959-1960, and alternate years.

French 45—Eighteenth Century Literature.

Three hours each week. Credit: three hours first semester.

Offered 1960-1961, and alternate years.

French 46—Nineteenth Century Literature.

Three hours each week. Credit: three hours second semester.

Offered 1960-1961, and alternate years.

German

Prerequisite for all courses beyond German 14: German 13-14, or equivalent.

German 11-12—Elementary Course.

Three hours each week. Credit: three hours each semester.

German 13-14—Intermediate Course.

Three hours each week. Credit: three hours each semester.

Prerequisite: German 11-12, or equivalent.

German 21-22—Survey of German Literature.

Three hours each week. Credit: three hours each semester.

Offered 1959-1960, and alternate years.

German 31—Scientific German.

Three hours each week. Credit: three hours first semester.

Offered 1960-1961, and alternate years.

German 34—German Conversation and Composition.

Three hours each week. Credit: three hours second semester.

Offered 1960-1961, and alternate years.

Greek

Greek 11-12—Introduction to Greek Language and Literature (Elementary Course).

Three hours each week. Credit: three hours each semester.

This will be Attic Greek or New Testament Greek with sight reading in the N. T., according to the demand.

Offered 1960-1961, and alternate years.

Greek 13-14—Intermediate Course.

Three hours each week. Credit: three hours each semester.

Offered 1959-1960, and alternate years.

Prerequisite: Greek 11-12.

Latin

Latin 11-12—Elementary Course.

Three hours each week. Credit: three hours each semester.

Offered 1959-1960, and alternate years.

Latin 13-14—Intermediate Course.

Three hours each week. Credit: three hours each semester.

The course is divided so that the first semester is given to the study of Latin prose, including Caesar, Cicero, and Pliny, and the second semester to Latin poetry, including Virgil's Aeneid.

Prerequisite: Latin 11-12, or equivalent.

Offered 1960-1961, and alternate years.

Spanish

Prerequisite for all courses beyond Spanish 14: Spanish 13-14, or equivalent.

Spanish 11-12—Elementary Course.

Three hours each week. Credit: three hours each semester.

Spanish 13-14—Intermediate Course.

Three hours each week. Credit: three hours each semester.

Prerequisite: Spanish 11-12, or an acceptable entrance examination score.

Spanish 21—Survey of Spanish Culture.

Three hours each week. Credit: three hours first semester.

Offered 1959-1960, and alternate years.

Spanish 22—Survey of Latin American Culture.

Three hours each week. Credit: three hours second semester.

Offered 1959-1960, and alternate years.

Spanish 31—Advanced Conversation.

Three hours each week. Credit: three hours first semester.

Offered 1960-1961, and alternate years.

Spanish 32—Advanced Composition.

Three hours each week. Credit: three hours second semester.

Offered 1960-1961, and alternate years.

Spanish 41—Spanish Literature of the Golden Age.

Three hours each week. Credit: three hours first semester.

Offered 1959-1960, and alternate years.

Spanish 42—Don Quijote.

Three hours each week. Credit: three hours second semester.

Offered 1959-1960, and alternate years.

Spanish 45—Nineteenth Century Spanish Literature.

Three hours each week. Credit: three hours first semester.

Offered 1960-1961, and alternate years.

Spanish 46—Contemporary Spanish American Literature.

Three hours each week. Credit: three hours second semester.

Offered 1960-1961, and alternate years.

GEOGRAPHY

Geography 13—Elements of Geography.

Three hours each week. Credit: three hours first semester.

Designed as an introduction into the field of geography, the course deals with the earth in its planetary relations, its representation on maps, with climatic elements and types of climates, soils, and surface features. Special attention is given to the manifold aspects of man's adaptation to his physical environment. Exercises in mapping and location of places are included.

This course is intended especially for majors in elementary education.

Geography 14—Regional Geography.

Three hours each week. Credit: three hours second semester.

This course involves a study of the world's major regions against the background of their natural, cultural, and economic environments. Special emphasis is placed upon the regionally prevailing types of production, their social implications, and the problems associated with the development of important potential resources.

This course is intended especially for majors in elementary education.

GEOLOGY

Geology 21-22—General Geology.

Classroom, laboratory, and field work. Three lectures and three hours laboratory each week. Credit: four hours each semester.

This course will include.

1. A brief study of astronomic and physiographic geology.
2. An investigation of the more common minerals and rocks.
3. An understanding of the formation, transportation, deposition, and the resolidification of sediment through the action of the atmosphere, wind, water, rivers, glaciers, and oceans. Study of topographic maps.
4. A brief study of structural and historical geology.

HEALTH AND PHYSICAL EDUCATION

The work in the Department of Health and Physical Education is in two divisions, one for men and one for women. Each student is required to make eight hours credit in this department before graduation, with the limitation that one hour must be made each semester that the student is in residence.

It is recommended by the department and the college physicians that all new students have polio, typhoid and small-pox vaccinations before they enroll.

A major in Physical Education is offered for men, and a minor is offered for women.

HEALTH AND PHYSICAL EDUCATION FOR MEN

DIRECTOR OF MEN'S PHYSICAL EDUCATION MAYNARD,
DIRECTOR OF ATHLETICS APPENZELLER AND
ASSISTANT PROFESSOR SHOAF

It is the aim of this department to develop the organic systems of the individual and maintain a state of development that will assure maximum efficiency at all times; to create interest in and a favorable attitude toward physical activity of the recreational type; to develop sufficient skill in a number of activities that the individual may use throughout life; to develop attitudes, standards, and ideals so that the individual may be of service to society and get the greatest satisfaction out of life.

The program of the Department of Physical Education consists of four divisions:

(a) The intercollegiate sports, which are football, basketball, baseball, track, tennis and golf.

(b) The intramural program, which is made up of the following activities: tag football, basketball, softball, tennis, volleyball, badminton, horseshoes, golf pitch, track, and ping-pong.

(c) The required program, which consists of instruction in hygiene and the activities connected with physical education and practice in these fields. All students are required to provide themselves with gym shoes and a gym uniform.

(d) The academic courses which lead to a major in Physical Education, or a minor; enabling young men to prepare themselves for high school coaching positions or similar work in athletics at industrial plants or Y.M.C.A.'s.

Each student is given a thorough physical examination and is placed in those activities which are in keeping with his physical condition.

It is recommended that all students interested in completing a major or a minor in Physical Education confer with the Physical Education Department for details on the correct courses to take.

Physical Education 17-18M—A Service Course for Freshmen.

Three hours each week. Credit: one hour each semester.

This course offers fundamental skills in individual and team sports according to the sport in season.

Required of all freshmen.

Physical Education 23-24M—A Service Course for Sophomores.

Three hours each week. Credit: one hour each semester.

Fundamental and advanced skills in team sports and individual sports throughout the year.

Required of all sophomores.

Physical Education 39-40M—A Service Course for Juniors.

Three hours each week. Credit: one hour each semester.

Required of all juniors.

Physical Education 43-44M—A Service Course for Seniors.

Three hours each week. Credit: one hour each semester.

Required of all seniors.

Physical Education 15M—Personal Hygiene.

Three hours each week. Credit: three hours first semester.

This course aims to give the student a knowledge of the systems of the body, and instill into the student the proper attitude toward the human body that will result in a more wholesome life for the individual. This course is set up to give the student majoring in physical education a basic knowledge of health and hygiene.

Physical Education 16M—Community Hygiene.

Three hours each week. Credit: three hours second semester.

This course contains material on health as related to the whole community, such as sanitation of the water supply, occupational and environmental health hazards, health agencies and their work. This course is another basic health education course for the major in Health and Physical Education. A standard Red Cross course is included.

Physical Education 25M—Principles of Health and Physical Education.

Three hours each week. Credit: three hours first semester.

This course considers the need and purpose of health education, the healthful school, aspects of school health service, school and community cooperation for health, the curriculum in health education and foundations of methods in health. The student is given a thorough knowledge of the background of physical education showing the way in which physical education is organized.

Physical Education 26M—Organization and Ad- ministration of Physical Education and Ath- letics in Public Schools and Colleges.

Three hours each week. Credit: three hours second semester.

It is the aim of this course to acquaint the student with the various problems that confront a coach or athletic director in his work. Prob-

lems of schedule making, equipment buying and legal aspects are among those included.

**Physical Education 27M—Recreational Games
for Teachers in Public Schools and Colleges.**

Two hours each week. Credit: two hours first semester.

Offered to majors and minors in Health and Physical Education, beginning their sophomore year.

**Physical Education 28M—Theory, Technics and
Skills in the Coaching of Basketball, Track and
Field Events.**

Two hours each week. Credit: two hours second semester.

Offered to majors and minors in Health and Physical Education, beginning their sophomore year.

**Physical Education 29M—Theory, Technics and
Skills in the Coaching of Football.**

Two hours each week. Credit: two hours first semester.

Offered to majors and minors in Health and Physical Education, beginning their junior year.

**Physical Education 30M—Methods, Materials and
Practice in Tumbling, Gymnastics, and
Wrestling.**

Two hours each week. Credit: two hours second semester.

Offered to majors and minors in Health and Physical Education, beginning their sophomore year.

**Physical Education 37M—Methods, Materials and
Practice in Soccer, Speedball, Swimming,
Volley Ball, and Badminton.**

Two hours each week. Credit: two hours first semester.

Offered to majors and minors in Health and Physical Education, beginning their sophomore year.

Offered 1959-1960, and alternate years.

**Physical Education 38M—Skills, Technics and
Methods in Coaching Baseball.**

Two hours each week. Credit: two hours second semester.

Offered to majors and minors in Health and Physical Education, beginning their sophomore year.

Physical Education 35M—Individual and Corrective Physical Education.

Three lectures and two hours of laboratory each week.

Credit: four hours first semester.

In this course, the student is made familiar with various methods of treating athletic injuries as well as several programs of corrective exercises for public schools and colleges.

Open only to Juniors and Seniors majoring in Physical Education.

Offered 1960-1961, and alternate years.

Physical Education 36M—Evaluation and Measurements in Health and Physical Education.

Three hours each week. Credit: three hours second semester.

This course contains numerous tests that measure various phases of a health and physical education program. The course will disclose tests of strength, cardiovascular conditions, nutritional appraisal, sports ability, motor ability, posture appraisal, sports knowledge, and other areas.

Offered 1960-1961, and alternate years.

Open only to Juniors and Seniors majoring in Physical Education.

Physical Education 47M—Anatomy (Human).

Three hours each week. Credit: three hours first semester.

This course offers a study of the bones, the muscles, the nerves, and the various organs of the human body according to structure.

Offered 1959-1960, and alternate years.

Open only to Juniors and Seniors majoring in Physical Education.

Physical Education 48M—Physiology.

Three hours each week. Credit: three hours second semester.

This course offers a study of the various systems of the body from a functional standpoint.

Offered 1959-1960, and alternate years.

Open only to Juniors and Seniors majoring in Physical Education.

HEALTH AND PHYSICAL EDUCATION FOR WOMEN

INSTRUCTOR UPCHURCH

It is the purpose of the department of physical education for women to provide activity for all women students, to offer instruction in activities suitable for use in leisure time, to

select activity through which may be developed improvement in neuro-muscular coordination, to encourage activity which provides for maximum organic efficiency, and to promote attitudes of individual and group cooperation.

The student is given a medical examination each year and activities are adjusted to the individual on the basis of results of this examination.

All students are required to provide themselves with tennis shoes and two regulation gym suits. These may be purchased in the fall at Guilford College.

Extra-curricular activities in this field are initiated, planned and executed by the cabinet of the Woman's Athletic Association in cooperation with this department.

A minor in Physical Education is offered to women students. This emphasis can well be utilized in the vocations of teaching, recreation, and social work. For the requirements of the minor program, consult with the Women's Physical Education Department.

Physical Education 11-12W—A Service Course for Freshmen.

Three hours each week. Credit: one hour each semester.

The student is introduced to a varied program of activity including individual sports, team sports, rhythms, stunts, gymnastics, and self-testing activities.

Required of all freshmen.

Physical Education 21-22W—A Service Course for Sophomores.

Three hours each week. Credit: one hour each semester.

The student may elect from the activities introduced in the Freshman Service Course, the activity in which she would like additional instruction and participation.

Required of all sophomores.

Prerequisite: Physical Education 11-12.

Physical Education 31-32W—A Service Course for Juniors.

Three hours each week. Credit: one hour each semester.

The student may elect from the activities introduced in the Freshman Service Course, the activity in which she would like additional instruction and participation. Not more than two semesters of any one activity may be presented for credit.

Required of all juniors.

Prerequisite: Physical Education 11-12.

Physical Education 41-42W—A Service Course for Seniors.

Three hours each week. Credit: one hour each semester.

The student may elect an activity in which she would like additional instruction and participation. Not more than two semesters of any one activity may be presented for credit.

Required of all seniors.

Prerequisite: Physical Education 11-12.

Physical Education—19-20W—Individual Physical Education.

Three hours each week. Credit: one hour each semester.

This course, for students so advised by the college physician, is taken in place of regular physical education classwork. Activity is determined on the basis of individual need.

Required of all students advised by the college physician to substitute limited activity for regular physical education.

Physical Education 13W—Personal Hygiene.

One hour each week. Credit: one hour first semester.

A course designed to place before the student functional information on health which will enable her to determine well-balanced standards of living with concern for herself, the immediate group in which she lives, and her community.

Required of all freshmen.

Physical Education 36W—Leadership in Recreation.

Two hours each week. Credit: two hours second semester.

Attitudes and skills for leadership; procedures and practice in conducting group recreation; survey of materials available. An elective course open to all students who have interest in developing skills for recreational leadership.

Offered 1959-1960, and alternate years.

Physical Education 45W—Practices and Procedures for Health in Elementary Schools.

Two hours each week. Credit: two hours first semester.

A study of concepts of health; qualifications of health education leaders; age level characteristics; scope of health education; school environment; health service in the school; related health agencies; health instruction; testing outcomes in health education. Required by the State Department of Public Instruction for certification as an elementary school teacher.

Offered 1960-1961, and alternate years.

Physical Education 46W—Practices and Procedures for Physical Education in Elementary Schools.

Two hours each week. Credit: two hours second semester.

An application of the principles of physical education in the elementary school; introduction to and practice of teaching techniques; practice in administering the state course of study for physical education in elementary schools; activities suitable to minimum space and equipment. Required by the State Department of Public Instruction for certification as an elementary school teacher.

Offered 1959-1960, and alternate years.

Physical Education 49W—Methods and Materials in Team Sports for Women.

Three hours each week. Credit: three hours each semester.

A course designed to acquaint the student with the techniques and teaching methods in a variety of team sports played by women.

Physical Education 50W—Methods and Materials in Individual Activities for Women.

Three hours each week. Credit: three hours each semester.

Includes techniques and methodology for teaching selected individual sports and rhythms.

HISTORY

PROFESSOR NEWLIN

ASSISTANT PROFESSOR BURROWS

The courses in this department are designed with the dual objectives of offering a variety of studies in history which will give a wide range of choice to students who wish to gain a knowledge of that field of history which is most directly related to the subject of their primary interest; and of providing a sound background for the student who wishes to become a teacher of history or to continue his study of history in graduate school.

A major in history consists of *History* 13-14, 21-22, two semesters of seminar and twelve additional hours selected carefully from other courses offered, at least six hours of which must be chosen from the following: *History* 41-42, 43, 44, and 46. All history majors are expected to take the required core curriculum history course, *History* 37-38; and are encouraged to plan their program of related courses with care to supplement their knowledge in that particular field of history in which they may be interested. Courses in economics, political science, literature and sociology are

especially recommended as providing rich possibilities for a very well worked out and complete course of study.

Majors in the department are expected to pass a comprehensive examination covering their four-year course of study of history about March of their senior year.

History 13-14—Modern Europe.

Three hours each week. Credit: three hours each semester.

In this general survey of the history of Modern Europe the period from 1500 to 1870 is covered during the first semester and the period from 1870 to the present time during the second semester. The origin and growth of the modern states, the great intellectual, political and economic revolutions, the impact of Europe on the rest of the world, and the causes and effects of the world wars are given special attention.

Required of history majors, and should be taken in freshman year.

History 21-22—The History of the United States.

Three hours each week. Credit: three hours each semester.

A general history of the United States from its colonial beginnings to its emergence as a major world power, stressing primarily political developments, yet devoting considerable attention to social and economic factors and institutions as essential aspects of the life of the nation. The first semester takes the study up to 1877.

Required of history majors, and should be taken in sophomore year.

History 23—England to 1700.

Three hours each week. Credit: three hours first semester.

A general study of the history of England, the nation in formation, from the early conquests to the last of the Stuarts, with particular emphasis upon the evolution of political institutions, but also including attention to major social and economic developments.

Offered 1960-1961, and alternate years.

History 24—The British Empire: 1700 to the Present.

Three hours each week. Credit: three hours second semester.

The transition of the island nation into a world empire—the development of imperial organization, the struggle for imperial supremacy, the effect upon internal developments, and the impact upon world affairs.

Prerequisite: History 23.

Offered 1960-1961, and alternate years.

History 25-26—Latin America.

Three hours each week. Credit: three hours each semester.

The purpose of this course is to study the main features of the history of Latin American from 1492 to the present time. In successive stages the study will cover: exploration and conquest, the richest

of all Indian civilizations, empire building, the long period of European control, transition from colony to statehood, and struggle for national stability. In the course of the study the resources and major social and economic problems of the various states will find their proper places alongside the political developments. Special attention will be given to the history of the Twentieth Century. The major forces which agitate national and international affairs and the place of Latin America in world affairs will be stressed.

Offered 1959-1960, and alternate years.

History 34—North Carolina.

Three hours each week. Credit: three hours second semester.

This is a general history of North Carolina from the period of exploration to the present day. Colonial foundations, separation from England, the establishment of the commonwealth, slavery, reconstruction, constitutional reforms, educational development, and recent economic developments will be studied with care. It is the desire to see many of the important problems and developments in their national perspective.

History 35—The Far East in the Modern World.

Three hours each week. Credit: three hours first semester.

An appreciation of the impact of the Western powers on the Eastern countries is a major objective of this course. Political and economic penetration, international rivalries and their effects on the East, and the long struggle of the East for freedom from Western control are given special attention.

Offered 1960-1961, and alternate years.

History 37-38—A History of World Civilization.

Three hours each week. Credit: three hours each semester.

An attempt to develop an appreciation of history as a cultural resource diluting ethnocentrism, and of the importance of the historical aspect of all modern culture. The main features of this course are a clarification of definitions, a recognition of the development of different great cultures, each valuable in its own light, the tracing of salient features of the rise of Western Civilization, and an appraisal of some factors of an emerging World Civilization. The first semester especially emphasizes the classical and medieval foundation of Western Civilization, and the second semester deals with the major developments toward a World Civilization since approximately 1500.

Required of all students—see cultural resources program.

To be taken in junior year.

History 41-42—The Foreign Policy of the United States.

Three hours each week. Credit: three hours each semester.

The purpose of this course is to make a general survey of the history of the foreign policy of the United States, and to give a clear understanding of the organization and constitutional provisions for the conduct of foreign relations and to show how foreign policies are formulated and controlled. Many of the foreign policies which have

been most important in the history of the country will be subjected to detailed study.

Prerequisite: History 21-22.

Offered 1960-1961, and alternate years.

No credit is given for less than one year's work.

History 43—The Age of the Renaissance.

Three hours each week. Credit: three hours first semester.

A study of social, religious and economic conditions of medieval Europe, stressing the age of the Renaissance, its political, cultural, and ecclesiastical development leading to the era of discovery and colonization.

Offered 1959-1960, and alternate years.

History 44—Sixteenth and Seventeenth Century Europe.

Three hours each week. Credit: three hours second semester.

A study of the history of Europe through the early modern period covering the Reformation, the Counter-Reformation, the rise of national states, commercial expansion, development of the balance of power principle. Special attention will be given to the Reform movement in the 16th century.

Offered upon sufficient demand.

History 45—Europe Since 1914.

Three hours each week. Credit: three hours first semester.

This advanced course in European History is expected to give the student a knowledge of the economic, political, and social forces which have been determining factors in the major developments of the history of Europe during the past half century. Contemporary events and trends are studied in their global context.

Prerequisite: History 13-14.

Offered 1959-1960, and alternate years.

History 46—The United States Since World War I.

Three hours each week. Credit: three hours second semester.

An intensive historical analysis of the impact of the emergence of the United States as a world power upon the development of its political, economic, social, and cultural institutions.

Prerequisite: History 13-14 and History 21-22.

Offered 1959-1960, and alternate years.

History Seminar.

Two hours each week. Credit: one hour each semester.

Seminar I — Junior Seminar.

Required of all history majors during first semester of their junior year.

Seminar II — Historiography.

Required of all history majors during second semester of their junior year.

Seminar III — Senior Seminar.

Required of all history majors during first semester of their senior year. This seminar will be primarily devoted to the writing of the senior theses and the objective of the seminar is to secure the completion of these during the first semester.

HOME ECONOMICS

ASSISTANT PROFESSOR MARTIN

The Department of Home Economics aims to approach the problems of homemaking from a cultural as well as a practical point of view. The courses provide a background in the fundamental and scientific methods in this field.

Home Economics 11—Housing and Home Furnishing.

Three hours each week. Credit: three hours first semester.

In this course a study is made of essentials of house selection, planning, and furnishing from the standpoint of health, economy, comfort and beauty.

Offered 1959-1960, and alternate years.

Home Economics 12—Clothing and Textiles.

One lecture and six hours of laboratory work each week.

Credit: three hours second semester.

Fundamental principles in the selection and purchase of textiles and ready-made garments; use of commercial patterns and construction of simple garments to suit one's individual need.

Offered 1959-1960, and alternate years.

Home Economics 21—Foods and Nutrition.

One lecture and six hours of laboratory work each week.

Credit: three hours first semester.

A study of the principles involved in selection and purchase of foods and in planning, preparation, and serving of family meals.

Offered 1960-1961, and alternate years.

Home Economics 24 - Family Economics —Home Management.

Three hours each week. Credit: three hours second semester.

Organization and management of household activities, time, energy, and income; problems and principles involved in selection and purchase of household equipment.

Offered 1960-1961, and alternate years.

MATHEMATICS

PROFESSORS PURDOM AND LJUNG

ASSOCIATE PROFESSOR OTT

INSTRUCTOR JONES

The Department of Mathematics offers courses planned to meet the needs of three types of students: (1) those who enjoy mathematics for its own sake; (2) those whose intended vocation requires mathematical skills; and (3) those whose only need for mathematics is to become well educated persons in our quantitative civilization. Students of this last type are usually satisfied with six hours of mathematics—the minimum required of all candidates for a degree. This requirement may be met by passing *Mathematics* 11-14, or *Mathematics* 13-15, but the sequence *Mathematics* 13-14 is planned specifically for such students and should be preferable to them.

Students of the first two types usually make mathematics their major or related subject. They should take *Mathematics* 11-12, 15, and 18 their freshman year. Students majoring in mathematics are required to take one year of physics in addition to 24 hours in mathematics exclusive of *Mathematics* 14. *Economics* 34 (Elements of Statistics) may be included in a mathematics major.

The student intending to work toward a graduate degree in mathematics is advised to acquire a reading knowledge of French and German while still an undergraduate.

A Mathematics minor consists of *Mathematics* 11, 12, 15, 18, 21, and 22.

No one may receive credit for both *Mathematics* 11 and *Mathematics* 13.

Mathematics 11-12—College Algebra.

Three hours each week. Credit: three hours each semester.

The first semester includes the necessary review of algebraic operations but stresses the application of linear, fractional, quadratic, and variation equations to problem solving. Additional topics are irrational equations, exponential equations, logarithmic computation, and logarithmic equations. The second semester continues with properties of determinants, inequalities, complex numbers, theory of polynomial equations, simultaneous quadratics, permutations, combinations, probability, mathematical induction, progressions, compound interest and annuities, partial fractions.

Mathematics 13-14—Freshman Mathematics.

Three hours each week. Credit: three hours each semester.

The use of logarithms, the solution of linear and quadratic equations and simultaneous linear equations, the solution of right and

oblique triangles. Simple algebraic, trigonometric, and exponential functions, their graphs, and their application to the description and prediction of natural and social phenomena. Special consideration is given to certain statistical concepts and to the mathematics of investment.

Mathematics 15—Trigonometry.

Three hours each week. Credit: three hours first semester.

Plane trigonometry including the use of logarithms in the solution of right and oblique triangles but also stressing properties of the trigonometric functions, their inverses, their graphs, identities, and equations.

Prerequisite: $1\frac{1}{2}$ units of high school algebra or Mathematics 13 or current registration in Mathematics 11.

Mathematics 18—Plane Analytic Geometry.

Three hours each week. Credit: three hours second semester.

Customary topics of plane analytic geometry treated primarily as preparation for the calculus and the sciences.

Prerequisite: Mathematics 11, 15, and registration in Mathematics 12 or equivalent progress.

Mathematics 21—Calculus I.

Three hours each week. Credit: three hours first semester.

Fundamental concepts of differential and integral calculus; technique of differentiation.

Mathematics 22—Calculus II.

Three hours each week. Credit: three hours second semester.

Applications of differentiation, formal integration, and applications of integration.

Prerequisite: Mathematics 21.

Mathematics 35—Theory of Equations.

Three hours each week. Credit: three hours first semester.

The solution of polynomial equations by trial, by radicals, and by Horner's method; transcendental equations by graphing and by Newton's method. Sturm functions, discriminants, and eliminants. Properties of determinants, rank of a matrix, linear dependence and consistency of m linear equations in n unknowns.

Prerequisite: Mathematics 21.

Mathematics 36—Solid Analytic Geometry.

Three hours each week. Credit: three hours second semester.

Points, curves and surfaces as represented in three dimensional co-ordinate systems. Determinants and matrices are utilized in the study of systems of surfaces, transformations, and the general quadric surface.

Prerequisite: Mathematics 35 or consent of the department.

Mathematics 41—Advanced Calculus.

Three hours each week. Credit: three hours first semester.

Ability to differentiate and integrate the familiar functions of one variable is presupposed, but the definitions of derivative, differential, and Riemann integral are reviewed and made more rigorous. The major portion of the course is devoted to functions of several variables including such topics as partial derivatives, directional derivatives, multiple and line integrals, Jacobians, and vector operators.

Prerequisite: Mathematics 22.

Offered upon sufficient demand.

Mathematics 42—Differential Equations.

Three hours each week. Credit: three hours second semester.

A course for majors in mathematics or the natural sciences, seeking to develop mathematical maturity and resourcefulness in solving problems by the methods of differential equations.

Prerequisite: Mathematics 22.

Offered 1960-1961, and alternate years.

MUSIC

ASSOCIATE PROFESSOR BAUMBACH

INSTRUCTOR SMYRE

INSTRUCTOR LJUNG

The Department of Music offers the Bachelor of Arts degree for all students who wish to emphasize music in a program of liberal arts study. This degree may be obtained with a major concentration in instruments (piano, organ, violin, etc.), voice, or music education. The latter also prepares the student for the North Carolina "A" grade certificate for public and high school teachers.

Any student may take lessons on any instrument or in voice either as an extra-curricular activity or an applied music minor, without any prerequisite except in organ, the study of which may be begun after the student has attained grade 6 in piano.

The entrance requirements for candidates for the A.B. degree in music are the same as those for other major subjects. In addition, talent tests will be given and students must give sufficient evidence of musical aptitude to make the course profitable. More specific requirements are stated in the applied music section.

Participation in some form of ensemble is required of all candidates for a music degree. At the discretion of the head of the music department, a student may be required to participate in more than one ensemble. All voice majors must belong to a choral ensemble four years. Music Education majors

must belong to a choral ensemble three years and may elect either choir or an instrumental ensemble during the fourth year. Piano and organ majors must belong to a choral ensemble four years unless proficiency on another instrument makes them eligible for an instrumental ensemble. Music majors are required to attend all recitals sponsored by the Music Department.

With the major concentration in instruments or voice, the student must take at least eighteen hours of related subjects for a minor, in addition to the required tool and cultural resource courses. These may be chosen from the departments of English, foreign languages, philosophy, religion or, by special permission, from some other department. For this major, the student should take *Music* 11-12, 15-16, and 17-18 in the first year, *Music* 21-22 in the second, *Music* 31-32 in the third, and *Music* 33-34 and 41-42 in the last year. Lessons for majors in the field are outlined in the applied music section.

With the major concentration in music education, the student must take at least eighteen hours of related subjects from the Department of Education for a minor, in addition to the required tool and cultural resource courses. The student should take *Music* 11-12, 15-16, and 17-18 in the first year, *Music* 21-22 in the second, and *Music* 33-34 and 41-42 in the third and fourth year.

Music Education majors must choose at least one major and one minor applied music subject. A minimum of twelve semester hours credit must be earned in the major applied music subject; a minimum of six semester hours credit in a minor applied music subject. If the major applied music subject is piano or voice, the student must take private or class instruction in the applied music minor beginning in the freshman year and continuing until six semester hours credit have been earned. If the major applied music subject is an orchestral instrument, the student must take piano lessons beginning in the freshman year, and, in addition, must take private or class instruction in one other instrument or in voice beginning in the sophomore year, until a total of nine semester hours credit has been earned.

Music Education majors with an applied music major in: piano must complete grade 7 in piano and grade 2 in voice; voice must complete grade 5 in piano and grade 3 in voice; orchestral instrument must complete grade 4 in piano and grade 2 in voice or one other instrument, and grade 3 in their major instrument.

Music History majors are required to attain grade seven in piano. The requirements, otherwise, are like those of the major

in instruments plus an advanced course in music history and literature.

Music Theory majors: Any student who has completed two years in any music course and has received a grade of B or better in *Music* 15-16, 21-22 and 17-18 is eligible for this major. The requirements are those of the major in instruments, except that the student need attain only grade 7 in piano and may take a course in orchestration or counterpoint, or both.

MUSIC

Music 11-12—Music Appreciation.

First semester: Two hours class and one hour laboratory each week. Second semester: One hour class and two hours laboratory each week. Credit: Two hours each semester.

A survey of the literature of music, designed to give the student a deeper understanding of the value of music in everyday life.

Open to all students.

Music 13-14—Church Music and Hymnology.

Two hours of lectures and one hour of laboratory each week.

Credit: two hours each semester.

A survey of the history and literature of church music in general and hymnology in particular. Designed to give religion majors, ministerial students, and music students a deeper understanding and appreciation of the music of the church.

Open to all students.

Music 15-16—Elementary Theory.

Three hours each week. Credit: two hours each semester.

A study of the rudiments of music, its terminology, intervals, scales, and its melodic, harmonic, and rhythmic elements. The first semester is devoted to the study of notation, rhythm, scales, keys, the four types of triads, and their application at the keyboard. In the second semester these studies are continued and the study of seventh chords, key relationships, modulation, modal scales, transposition by clef, and of four-part writing are introduced.

Open to all students.

Music 17-18—Eartraining.

Two hours each week. Credit: one hour each semester.

The materials presented in MUSIC 15-16 are studied by means of rhythmic reading, sight-singing, and melodic and harmonic dictation. This course, therefore, must be taken simultaneously with MUSIC 15-16.

Music 21-22—Advanced Theory.

Three hours each week. Credit: two hours each semester.

A continuation of the study of four-part writing, and including the study of altered chords, chorale harmonizations, and harmonic counterpoint based on the technique of the eighteenth and nineteenth century styles.

Prerequisite: Music 15-16.

Music 31-32—Counterpoint.

Two hours each week. Credit: two hours each semester.

A practical study of the medieval modes and the vocal polyphony of the sixteenth century, leading to an introduction to the eighteenth century invention and fugue forms. A thorough understanding is obtained by analysis and writing, using representative works by Palestrina, Lassus, J. S. Bach, and others as models.

Prerequisite: Music 21-22.

Offered 1959-1960, and alternate years.

Music 33-34—History of Music.

Three hours each week. Credit: three hours each semester.

A study of the history of music through analysis of the musical styles of the various periods. Recordings are used for illustrations.

Prerequisite: Music 21-22.

Offered 1959-1960, and alternate years only, unless the demand is sufficiently great.

Music 41-42—Form, Analysis, and Composition.

Two hours each week. Credit: two hours each semester.

A study of the structural elements of musical form and harmonic rhythm. Analysis and writing of cadences, motives, phrases, periods, simple song-, rondo-, variation-, and sonata allegro forms. Examples are taken from representative works of eighteenth and nineteenth century composers.

Prerequisite: Music 11-12.

Offered 1959-1960, and alternate years.

Music 43-44—Orchestration.

Two hours each week. Credit: two hours each semester.

First semester: A practical study of all the orchestral instruments.

Second semester: Exercises in making simple arrangements for small and large orchestras.

Offered upon sufficient demand.

Music 45-46—Music Literature.

Two hours each week. Credit: two hours each semester.

An intensive study of the literature of music. This course is especially designed for majors in music history and literature.

Offered in alternate years upon sufficient demand.

Music 47—Opera.

Two hours class and one laboratory each week.

Credit: two hours first semester.

Prerequisite: Music 11-12.

Offered upon sufficient demand.

Music 48—Symphony.

Two hours class and one laboratory each week.

Credit: two hours second semester.

Prerequisite: Music 11-12.

Offered in alternate years only upon sufficient demand.

See Education 25—Music for the Elementary School Teacher.

See Education 31—Elementary School Music Problems.

See Education 32—High School Music Problems.

APPLIED MUSIC COURSES

Credit for work in applied music is granted only after an examination at the end of each semester, in which students are required to play representative numbers from the more difficult studies or pieces of their respective grades in order to earn promotion to the next higher grade.

Appearance in student recitals is required at the discretion of the teacher.

Applied Music Credits: One semester hour is earned by taking one half-hour lesson with five hours of practice each week. Two semester hours credit are earned by taking two half-hour lessons with ten hours of practice each week. It is understood that the credits are not earned unless the prescribed standard of difficulty is achieved.

Piano Major

Piano majors are required to take two half-hour lessons in piano each week during the four year course. It is recommended that voice or a second instrument be studied at some time during the four years.

Entrance requirements: To enter the four year degree course in piano the student should be grounded in reliable technique. He should be able to play in a moderately rapid tempo (M.M. 100—four notes per beat) and parallel motion major and minor scales and arpeggios in octave position, and should have acquired systematic methods of practice.

He should have studied some of the standard etudes, such as Czerny, op. 299, book 1; Heller, op. 46 or 47; Bach, Little Preludes, a few two-part inventions, and compositions corresponding in difficulty to Haydn, Sonata No. 11, No. 20 (Schirmer); Mozart, Sonata No. 3 in C Major, No. 13 in F Major (Schirmer); or Beethoven, Sonata Op. 49, No. 1, etc.

Music 6—Piano (Freshman year).

Cramer, Studies; Bach, Three-part Inventions; Mozart, Sonatas C Major No. 3, F. Major No. 13 (Schirmer); Beethoven, Sonatas, Op. 49 No. 1, Op. 14 Nos. 1 and 2, and other compositions of comparable difficulty.

Scales: Any major or minor scale to be played in thirds, sixths, and tenths, M.M.—quarter note—112, in the following form:

Two octaves in eighth notes.

Four octaves in sixteenth notes.

Arpeggios: Any triad or dominant seventh to be played in all positions, hands together one octave apart, M.M. 112 per quarter note.

Music 7—Piano (Sophomore year).

Studies equivalent in difficulty to Czerny, Op. 740; Bach, Three-part inventions; sonatas equivalent in difficulty to Beethoven, Op. 10, No. 1 and 2, and Op. 14, No. 1; romantic and modern pieces.

All scales, triads, and seventh chords to be played in all positions and combinations, M.M. 120 per quarter note. The student should demonstrate his ability to read at sight hymns, folksongs, and other compositions of moderate difficulty.

Music 8—Piano (Junior year).

Materials equivalent in difficulty to Clementi, Gradus ad Parnassum; Bach, Well Tempered Clavichord; Beethoven, Op. 2, No. 1, 2, or 3; Concerto in C Minor; Mendelssohn, Concerto in G Minor; romantic and modern pieces; all scales and arpeggios. The student should demonstrate his ability to read at sight accompaniments and compositions of moderate difficulty.

Music 9—Piano (Senior year).

Materials equivalent in difficulty to Chopin: Etudes, Scherzi, Ballads, etc.; Beethoven; Sonatas equivalent in difficulty to Op. 31, E flat; a classic or modern concerto; Bach: Well Tempered Clavichord, Suites, Partitas, Toccatas, etc.; classic, romantic, and modern pieces.

The student will prepare for final examination a recital program of serious content and adequate difficulty consisting of classic, romantic, and modern compositions; also a selection made by the examiners, preparation to be made in two weeks without any assistance from anyone. He should have had considerable experience in ensemble and should be a capable sight reader.

Voice Major

Voice majors are required to take two half-hour voice lessons each week during the four year course.

Voice majors are required to take one half-hour piano lesson each week until the grade 7 standard has been attained, after which the study of another instrument may be substituted or that of piano continued.

Membership in the choir during the four year course is an essential part of this major and, therefore, required.

Entrance requirements: To enter the four year degree course in voice the student should be able to sing standard songs and simple classics in good English, on pitch, with correct phrasing and musical intelligence. He should also demonstrate his ability to read a simple song at sight and a knowledge of the rudiments of music. Some knowledge of piano is required.

Music 1—Voice (Freshman year).

Correct physical and mental poise. Principles of breathing and breath control. Proper use of the organs of articulation. Study of vowels and fundamental essentials of tone production with such vocalises as may be deemed necessary for the individual student. Simple Songs in English and Italian. (Piano 2-3)

Music 2—Voice (Sophomore year).

More advanced technique. Studies of diatonic and chromatic scales, legato, staccato, triplets, the simple trill, and other standard embellishments. Italian songs of the classic Bel Canto period leading to songs by Handel, Bach, Mozart, Weckerlin, Schubert, and Schumann, thus covering the classic and romantic periods. (Piano 4-5)

Music 3—Voice (Junior year).

Studies for maximum flexibility and velocity. Fundamentals of style and expression appropriate to each stylistic period. Recitative, lyric, and dramatic examples from operas and oratorios by Bach, Handel, Mozart, Haydn, Gluck, as well as French and other songs from the works of modern composers. (Piano 6-7)

Music 4—Voice (Senior year).

Study of the more difficult classic, romantic, and modern song literature, including songs in English, Italian, Latin, French, and German.

The student will prepare for final examination a recital program of serious content and adequate difficulty. He should have had considerable experience in ensemble and must be a capable sight reader.

Organ and Instrumental Majors

To enter the four year degree course as an organ major the student should have completed *Piano 6* or its equivalent. For standards consult the instructor.

Organ majors are required to take two half-hour organ lessons each week during the four year course and continue

the study of piano until grade 7 has been attained, after which the study of voice may be begun. A minimum of one year of voice study and membership in the choir during the entire four years course are required.

To enter the four year degree course with a major in an orchestral instrument, the student should be grounded in reliable technique; he should be able to play scales and arpeggios at a moderately rapid tempo and should be prepared to play them, as well as one or more compositions, in order to give evidence of sufficient musical aptitude to make the course profitable. He should also have acquired methods of systematic practice. For specific standards consult the instructor.

Orchestral instruments, as secondary applied music subjects and as minor instruments for majors in Music Education, are taught in class groups. This method of class instruction may, then, be applied in teaching high school groups.

Music 35-36—String Class.

Two hours each week. Credit: one hour each semester.

A two-semester course in the fundamentals of string technique.

Music 37—Woodwind Class.

Two hours each week. Credit: one hour each semester.

A one-semester course in the fundamentals of woodwind technique.

Music 38—Brass Class.

Two hours each week. Credit: one hour each semester.

A one-semester course in the fundamentals of brass technique.

Music 27-28—Class Voice.

Two hours each week. Credit: one hour each semester.

The course utilizes the same vocal exercises as private voice, but students have the opportunity of hearing each other and developing a faculty for constructive criticism. Exercises and songs are sung together and as solos.

This course is particularly useful for majors in Music Education with a minor in voice.

Music 19-20—Choir.

Five hours each week. Credit: No credit is given for choir in the first year; thereafter it carries one hour credit each semester.

Admission to the course is equivalent to membership in the A Cappella Choir (see description under Student Activities). The course is an exceedingly practical one and is devoted entirely to the acquisition of a repertoire in music suitable for use in churches and other sacred

gatherings. The various periods in the development of choral music are studied. Public performance is included for all members who become proficient. The work is especially adapted for prospective choir directors in churches and schools and for ministerial students.

Music 23-24—Piano Methods.

Two hours each week. Credit: two hours each semester.

A course for future piano teachers consisting of a thorough investigation of teaching methods and teaching materials.

Offered upon sufficient demand.

Music 25-26—Voice Methods.

Two hours each week. Credit: two hours each semester.

A course for future voice teachers consisting of a thorough investigation of teaching methods and teaching materials.

Offered upon sufficient demand.

NATURAL SCIENCE

PROFESSOR CAMPBELL

ASSOCIATE PROFESSOR TERRELL

INSTRUCTOR BARTON

Natural Science 11—The Physical World.

Three lectures and two hours of laboratory each week.

Credit: three hours first semester.

(See tool courses.)

Natural Science 12—Human Biology (Man and the Biological World).

Three lectures and two hours of laboratory each week.

Credit: three hours second semester.

(See tool courses.)

Also listed as BIOLOGY 12.

PHILOSOPHY

PROFESSOR MILNER

AND ASSOCIATE PROFESSORS KENT AND FEAGINS

The aim of the courses in philosophy is to train the student in the attitude of reasoned inquiry into the more basic problems concerning himself and his world as a whole. Insofar as this may be accomplished through a relatively thorough study of what others think or have thought, students should have an appreciable grasp of the historical development of philosophical endeavor. On the other hand, the individual student's personal

reflection in an effort to understand the significance of ultimate problems for his own experience and to deal with them as best he can for himself is of paramount importance in the study of philosophy, and students are encouraged to work out their own tentative conclusions.

The courses of study in this department are offered to students of three general types: (1) those who are interested in a broad but integrated appreciation and understanding of human culture; (2) those who wish to explore the rational foundations of particular subjects of special interest to them, and most importantly perhaps their major subject (e.g., the sciences, religion, languages, literature and art); (3) those who desire to major in philosophy, whether or not planning to pursue graduate work in this field.

A major in Philosophy includes *Philosophy* 10, 11, 12, 28, 31, 33, 35 and 36. *Philosophy* 26 may be taken in place of any one of the last five of these courses.

Philosophy 10—Introduction to Philosophy.

Three hours each week. Credit: three hours either semester.

A study of the fundamental problems of philosophy, emphasizing the importance of philosophical thinking for man's everyday experience; an examination of typical ideas and systems of ideas in terms of which men have sought to solve these problems.

Note: this course should be taken prior to any other courses in Philosophy; when this is not possible it should be taken concurrently with the first of other courses taken. This general rule does not apply to students who take only PHILOSOPHY 24 and PHILOSOPHY 41-42, which are core-curriculum courses required of all students.

Offered each semester each year.

Philosophy 11—Ethics: The Theory of Morals.

Three hours each week. Credit: three hours first semester.

A critical study of the chief theories of the nature and principles of moral living, with regard to both the good(s) valued and sought by man and the right way of acting (duty, the ought).

Philosophy 12—Logic: the Principles and Problems of Rational Belief.

Three hours each week. Credit: three hours second semester.

A study of the rational foundations of clear discourse and valid inference and their application to communication and reasoning in everyday life and the sciences; an introduction to the principles and problems of the methods of proof used in the empirical sciences.

Philosophy 24—Aesthetics: Appreciation of Art.

Three hours each week. Credit: three hours second semester.

(See cultural-resource courses.)

Philosophy 26—The Philosophy of Pacifism and Conscientious Objection.

Three hours each week. Credit: three hours second semester.

An analysis of the several forms of pacifism and conscientious objection to war; a consideration of the many philosophical problems raised by these forms; and an attempt to work out a systematic rational defense for and incentive to a modern positive peace testimony consonant with the best traditions and principles of the Society of Friends.

Offered 1959-1960, and alternate years.

Philosophy 28—The Dialogues of Plato.

Three hours each week. Credit: three hours second semester.

The aim of this course is to acquaint students with a major number of Plato's Dialogues. The emphasis will be on the content of the dialogues and the implications of the ideas expressed therein.

Not open to freshmen.

Offered 1960-1961, and alternate years.

Philosophy 31—Philosophy of Religion.

Three hours each week. Credit: three hours first semester.

An inquiry into the nature of religion, the meaning of primary religious concepts, and the relation of religious knowledge to other knowledge.

(Also listed as Religion 31.)

Offered 1959-1960, and alternate years.

Philosophy 33—Philosophy of Art.

Three hours each week. Credit: three hours first semester.

An analysis of the various aspects of the aesthetic experience; the aesthetic object; the differentia of the arts; the nature of creative imagination; the problem of standards of taste; the relation of the artist to the community.

Offered 1959-1960, and alternate years.

Philosophy 35—The History of American Philosophy.

Three hours each week. Credit: three hours first semester.

This course traces the development of American philosophical thought from the colonial American to modern times. Special emphasis will be placed on social and political thought.

Offered 1960-1961, and alternate years.

Philosophy 36—Philosophy of Science.

Three hours each week. Credit: three hours second semester.

A critical examination of the fundamental assumptions, methods, concepts, problems, and philosophical implications of present-day natural science; a consideration of the limitations of scientific explanation as such, and of the relation of science to art, religion, and history.

Offered 1960-1961, and alternate years.

Philosophy 41-42—A Survey of Religious and Philosophical Thought in Western Civilization.

Three hours each week. Credit: three hours each semester.
(See cultural-resource courses.)

Philosophy Seminar.

Two hours each week. Credit: one hour each semester.

Individual and group reading and discussion of selected material—particularly from the current journals—dealing with special topics of contemporary interest.

Required of all juniors and seniors majoring in philosophy, and open to all minoring in philosophy; open to all others at the discretion of the department.

PHYSICS

PROFESSOR PURDOM

The courses in Physics are designed so as to present to the student an important division of knowledge and an opportunity to participate actively in experimental investigations.

The Department has arranged the courses so that a student may prepare for a career in the fields of applied engineering physics; for further study at a graduate level; and for specialization in the field of science teaching.

The study of mathematics is strongly urged as a related subject, as the methods of the calculus are used in all of the advanced courses. It is recommended that students who intend to major in Physics take *Chemistry* 11-12 in their freshman year and *Chemistry* 21-22 and 31 during their college course.

Physics 11-12—General Physics.

Three lectures and four hours of laboratory each week.

Credit: four hours each semester.

This course presents the basic phenomena of physics for students of chemistry, biology, physics and engineering science. Strong emphasis is placed on quantitative concepts in the various subdivisions of mechanics, heat, electricity and light, and laboratory exercises are provided to measure many of these.

Prerequisite: Mathematics 14 or 15.

Physics 11-12 is a prerequisite for all advanced courses in the Physics Department.

Physics 21—Physical Optics.

Lectures and laboratory exercises each week.

Credit: three hours first semester.

A theoretical and laboratory study of the optical phenomena associated with the propagation of electromagnetic waves; velocity, refraction, reflection, diffraction and its associated gratings, interference and polarization. Elementary studies in the field of spectroscopy.

Offered 1959-1960, and alternate years.

Physics 22—Mechanics.

Three lectures each week. Credit: three hours second semester.

Analytical mechanics, treating the statics, kinematics and dynamics of particles and rigid bodies. Various problems in the use of calculus and vector methods in mechanical systems.

Offered 1959-1960, and alternate years.

Physics 31-32—Electricity and Magnetism.

Lectures and laboratory exercises each week.

Credit: three hours each semester.

Lectures and experiments concerning precision electrical measurements, potential, capacitance, thermoelectricity, magnetic fields, inductance, and alternating current circuits. Elementary electronics, such as study and application of vacuum tubes and a number of circuits employing them.

Offered 1960-1961, and alternate years.

Physics 41-42—Atomic Physics.

Three lectures each week. Credit: three hours each semester.

An introduction to the modern theory of the structure of matter and the nature of radiant energy based upon experimental investigations in the fields of discharge through gases, radioactivity, photoelectricity, X-ray, thermionic emission, particle accelerators and nucleonics.

Physics 49—Physics Seminar.

Credit to be determined by the nature and quantity of study completed.

Intended only for those students majoring in Physics.

POLITICAL SCIENCE

PROFESSOR NEWLIN

ASSISTANT PROFESSOR POLHEMUS

The courses in Political Science are designed to give the student a basic foundation for the whole field. Special attention is given to political theory, international organization, international politics, and the government of the United States.

Those who major in Political Science will be advised by the major professor to take courses in related fields to fit the future needs of the students.

**Political Science 11—Principles of Political Science
(formerly Political Science 21).**

Three hours each week. Credit: three hours first semester.

This course not only seeks to make the student familiar with the basic principles of political science, but introduces him to Political

Fundamentals, Theory and Organization of the State, Political Dynamics, and Relationship among Nations.

Political Science 12—American Government: National (formerly Political Science 32).

Three hours each week. Credit: three hours second semester.

A study of the organization and functioning of government in the United States at the national level. The federal system with its division and separation of powers, methods of functioning, problems of administration, and the role of the individual citizen are stressed. This course meets the North Carolina requirements for teachers within the state school system.

Political Science 21—State and Local Government in the United States.

Three hours each week. Credit: three hours first semester.

This course is designed to acquaint the student with the organization, fields of work and administrative methods of Government in the states, counties, cities and local units of the United States. If the tree of democracy is to flourish, reorganization at the "grass roots" of the state and local levels is necessary. College-trained men and women must provide the leadership for this in the local community and state. Since it is at this state and local level that government touches the individual the most closely, this course may be used as an introductory course for the student of Political Science.

Offered 1960-1961, and alternate years.

Political Science 22—Political Dynamics

Three hours each week. Credit: three hours second semester.

Politics is a struggle for power. This course is designed to explore not only political parties and the part that Public Opinion and Interest Groups play in the struggle, but is also a study of the means of communication with special reference to propaganda. Open only to students who have at least six semester hours in Political Science.

Offered 1960-1961, and alternate years.

Political Science 34—International Organization

Three hours each week. Credit: three hours second semester.

The purpose of this course is to acquaint the student with the framework of international organization, and its political, economic, social and colonial activities.

Offered 1959-1960, and alternate years.

Political Science 35—American Constitutional Development.

Three hours each week. Credit: three hours first semester.

A study of the development of the American Constitution through judicial interpretation, related to the changing political, social and economic problems of the United States. Definitive Supreme Court cases which have shaped the course of development will serve as the primary basis of study.

Prerequisite: Political Science 12 or History 21-22.

Offered 1959-1960, and alternate years.

Political Science 42—International Politics

Three hours each week. Credit: three hours second semester.

This course may be taken in either the Junior or Senior year. It offers the student the opportunity of studying the origins and development of International Politics with particular reference to forces and prospects involved. Specific case studies bring these into sharp focus. In this course the Struggle for Power and Peace is emphasized.

Prerequisite: 6 hours of Political Science.

Offered 1959-1960, and alternate years.

Political Science 44—History of Political Thought.

Three hours each week. Credit: three hours second semester.

This course may be taken in either the Junior or Senior year. It offers the student a panorama of readings and essays spanning the periods of the Reformation to the present day. It begins with the secular national state and continues to the present-day thinking regarding a world order.

Prerequisite: 6 hours of Political Science.

Offered 1960-1961, and alternate years.

PSYCHOLOGY

PROFESSOR MILNER AND

ASSISTANT PROFESSOR VANCE

The purpose of the work in psychology is to guide the student into an understanding of the fundamental characteristics of human behavior, to help the student apply the knowledge of these laws of behavior in solving problems of personal adjustment to the environment in which he lives, to meet the ever-increasing demand for leaders who have psychological training, and to interpret education in terms of integrated personalities.

Psychology 21—General Psychology.

Three lectures and two hours of laboratory each week.

Credit: three hours first semester.

(See cultural-resource courses.)

Prerequisite for all other psychology courses.

Psychology 22—Child Psychology.

Three hours each week. Credit: three hours second semester.

This course is a study of the development of the child in a modern democratic culture. It will show the constant interplay between maturation and acculturation as they affect the growing child. The mental growth characteristics of the child's first fourteen years are carefully analyzed. Age norms are established for orientation and interpretive purposes. The main emphasis, however, is upon the guidance of each individual child so that he may become a well integrated personality.

Psychology 23—General Experimental Psychology.

One lecture and four hours of laboratory each week. Credit: three hours first semester.

A laboratory course applying experimental method to psychological problems. A study of the principles of quantitative thinking and of considerations basic to psychological measurement, experimental design, and analysis of data. Training in the design, execution, and interpretation of experiments. Such topics as psychophysics, perception, motivation, frustration, conflict, transfer, learning, and memory are included.

Psychology 31—Personnel Psychology.

Three hours each week. Credit: three hours first semester.

This course is an application of psychological principles to vocational guidance, vocational selection, and personnel work. Special training will be given in the techniques of individual analysis—the interview, methods of formulating case histories, testing (group and individual, instrumental and paper and pencil, aptitude and achievement)—and in job and occupational analysis and classification.

Offered 1959-1960, and alternate years.

Psychology 32—Educational Psychology.

Three hours each week. Credit: three hours second semester.

The purpose of this course is to acquaint the student with the more important findings of experimental psychology, particularly as related to the learning process. Original tendencies, impulses, mental characteristics, laws of learning, transference of training, individual differences, exceptional children, such psychological problems as concern the teacher will receive attention.

Prerequisite: Psychology 22.

Psychology 35—Physiological Psychology.

Three hours each week. Credit: three hours first semester.

A survey of the interrelationship of biological and psychological factors in behavior. End organ, neurological and muscle action patterns and their contribution to integrated behavior will be considered. The influence of endocrine, hormonal and metabolic processes will be investigated.

Psychology 41—Psychology of Personality.

Three hours each week. Credit: three hours first semester.

A study of the factors underlying the development and integration of personality. The course emphasizes the importance of motivation, learning, and re-education.

Offered 1960-1961, and alternate years.

Psychology 42—Abnormal Psychology.

Three hours each week. Credit: three hours second semester.

A study of the abnormalities of human behavior and of the causes and conditions of their development. Special consideration will be given to principles of prevention of maladjustment.

Offered 1960-1961, and alternate years.

Psychology 44—Psychological Testing.

Three hours each week. Credit: three hours second semester.

A study of the techniques of the administration, the interpretation, and the application of individual tests. Students are given enough practice in testing individuals to gain proficiency.

Offered 1959-1960, and alternate years.

Psychology 45—Current Psychologies: Psycho-analytical, Gestalt, and Field-Theoretical.

Three hours each week. Credit: three hours first semester.

Following a rapid survey of the history of psychology, this course considers the fundamental principles and methodologies of (1) psycho-analytical psychology as systemized by Freud, (2) Gestalt psychology as represented by Koehler, and (3) field-theoretical psychology as developed by Lewin.

Offered 1960-1961, and alternate years.

Psychology 46—Social Psychology.

Three hours each week. Credit: three hours second semester.

This course deals with the various psychological factors which operate to determine the behavior of individuals and groups in social relationships; and dynamics of leadership, social conflict, social maladjustment, education, race and other minority-group relations.

Offered 1960-1961, and alternate years.

Psychology Seminar.

Two hours each week. Credit: one hour each semester.

The seminar in psychology is planned to increase the knowledge of psychological concepts, to present studies in the field, and to unify the work of the department. Students will present special areas of investigation; some will give oral reports, others carefully prepared papers. It is hoped to produce by this procedure special insight and understanding of their major field.

Required of all juniors and seniors majoring in psychology.

RELIGION

PROFESSOR CROWNFIELD,
ASSOCIATE PROFESSORS KENT AND MOORE

The Department of Religion offers courses to those who are interested in Bible study and religious values for their own development as well as to those who wish to prepare for specific service in religious education and in the ministry. A few courses are arranged especially for those who expect to engage in the ministry among Friends or who are otherwise interested in the history and work of Friends. Special programs are available for young women planning to become church secretaries or directors of religious education.

A major in religion must include *Religion* 11, 12, 21, 22, 31, 33-34 and 37-38.

Students majoring in religion are expected to participate in the Religion Seminar and to pass in their senior year a comprehensive examination covering the various aspects of religious study, including knowledge of the Bible, religious history and the fundamental principles of religious thought and practice.

To members of the Society of Friends who wish to be better prepared to assume the ordinary responsibilities of members of the Society it is suggested that they take a minor in Religion, to consist of the following courses: 15, 33-34 and 37-38, in addition to the required survey course.

Those who wish to teach religion in the public schools will meet the public school requirements by taking six hours of Old Testament, six hours of New Testament, and nine hours of electives, in addition to the education courses required for teaching.

Religion 11—Old Testament: The Prophets.

Three hours each week. Credit: three hours first semester.

A study of the prophets and their message in relation to their times, with a consideration of their permanent significance.

Offered 1959-1960, and alternate years.

Religion 12—Life and Teachings of Jesus.

Three hours each week. Credit: three hours second semester.

The historical problems involved in the study of the life and teachings of Jesus are considered, but the main emphasis will be on the content of the teaching.

Offered 1959-1960, and alternate years.

Religion 15—History and Principles of the Society of Friends.

Three hours each week. Credit: three hours first semester.

The impulse which produced the Society of Friends, and how it spread and found expression under various conditions.

Religion 21—New Testament: Epistles and Johannine Writings.

Three hours each week. Credit: three hours first semester.

The epistles of Paul, other epistles, and the writings bearing the name of John are considered in relation to their environment and as to their permanent significance.

Offered 1960-1961, and alternate years.

Religion 22—Old Testament: Law, History and Writings.

Three hours each week. Credit: three hours second semester.

This course is a study of the three important sections of Biblical literature usually designated as Law, History and Writings, as contrasted with the main stream of prophets.

Offered 1960-1961, and alternate years.

Religion 31—Philosophy of Religion.

Three hours each week. Credit: three hours first semester.

An inquiry into the nature of religion, the meaning of primary religious concepts, and the relation of religious knowledge to other knowledge.

At least three hours work in Religion and three hours in Philosophy are presupposed.

Religion 33-34—Principles and Practices in Christian Education.

Three hours each week. Credit: three hours each semester.

This study analyzes the concepts of education which are religious in character and specifically Christian. Its purpose is to clarify the ideas on which Christian education is based and to study the forms and methods by which Christian faith is kindled.

Either semester may be taken without the other.

Offered 1959-1960, and alternate years.

Religion 35-36—The Development of Religion in the Bible.

Three hours each week. Credit: three hours each semester.

(See cultural-resource courses.)

Religion 37-38—History of Christianity.

Three hours each week. Credit: three hours each semester.

A survey of the history of Christian thought and institutions from the beginnings to the present day.

Either semester may be taken without the other.

Offered 1960-1961, and alternate years.

Religion 43—History of Religions.

Three hours each week. Credit: three hours first semester.

The chief religions of the world, ancient and modern, are studied with reference to the development of their concepts of the essential nature and proper expression of what constitutes religion.

Either semester may be taken without the other.

Offered 1959-1960, and alternate years.

Religion 48—Christian Ethics.

Three hours each week. Credit: three hours second semester.

Offered 1959-1960, and alternate years.

Religion Seminar.

Two hours each week. Credit: one hour each semester.

The religion seminar is intended to broaden and deepen the student's understanding of the meaning of religion. The work in the first semester each year is designed to meet the needs of beginning students and deals with the lives of religious leaders past and present. The second semester is planned for upperclassmen and deals with important trends in current religious thought.

Religion majors are required to participate twice in the first semester program and twice in the second.

GRADUATE STUDY IN RELIGION

Guilford College now offers a program of graduate study in religion looking toward the degree of Master of Arts. Its primary purpose is the training of leaders for work in the Society of Friends. A limited number of others may be admitted if it appears that they have needs which may be met by the program.

REQUIREMENTS FOR ADMISSION

Candidates for a degree must have the degree of Bachelor of Arts, or equivalent, representing a broad program of liberal arts studies, with special training in the field of religion equivalent to the major in religion offered by Guilford College. Students with a bachelor's degree whose preparation in any respect is judged insufficient will be required to make up the deficiency before being admitted to candidacy for the degree.

A limited number of special students, not candidates for the degree, may be accepted provided that they give evidence of sufficient preparation and maturity to profit by the studies.

PROGRAM

The program presupposes a high level of scholastic attainment, the ability to do independent study at the graduate level, initiative and a generally mature attitude. The degree will not be awarded for the mechanical "passing" of a prescribed number of hours.

Requirements for a degree include the completion of 30 semester hours of advanced study, the passing of a general examination including written and oral parts, and a satisfactory thesis representing original research in some field where faculty direction and library materials are available.

Students will be expected to be able to use at least one of the following languages: Greek, Latin, French or German, in connection with their studies, and to pass an examination in the chosen language before being admitted to candidacy for the degree.

For the present, two three-hour courses, or the equivalent, will be offered each semester.

FEES

For the present, the cost will be \$15.00 per credit hour per semester. Limited scholarship help will be available, based on academic standing and need.

Courses to be offered upon sufficient demand.

Religion 111—Early Christianity.

Credit: three hours first semester.

A study of the book of Acts, with especial attention to the interaction of Christianity and its environment.

Religion 112—New Testament Thought.

Credit: three hours second semester.

Attention will be paid to the unity and variety of thought on the chief topics treated by New Testament writers.

Religion 121—Preaching: Principles and Practice.

Credit: three hours first semester.

Emphasis on organization and delivery of sermons; training in reading of the Scriptures.

Religion 122—Preaching: Principles and Practice.

Credit: three hours second semester.

A continuation of 121.

Religion 123—Quaker Leadership.

Credit: three hours first semester.

Designed to give the student a comprehensive acquaintance with contemporary Quakerism, and to prepare him for assuming responsible leadership within it.

Religion 124—Quaker Leadership.

Credit: three hours second semester.

A continuation of 123.

Religion 131—Contemporary Theologians.

Credit: three hours first semester.

A seminar devoted to the study of Barth, Brunner, Tillich and Niebuhr.

Religion 132—Quaker Thought.

Credit: three hours second semester.

A seminar based on the thought of important interpreters of Quakerism from George Fox to the present time, with special emphasis on a selected group each year.

Religion 141—Seminar in the Philosophy of Religion.

Religion 142—Seminar in New Testament.

SECRETARIAL COURSES

ASSISTANT PROFESSOR MOORE

This group of courses is designed to meet the needs of two groups of students: (1) students who plan to do office work before completing a college course; (2) students who desire practical training for office work along with their college course.

Business 11-12—Typewriting (Elementary).

Three hours each week. Credit: two hours each semester.

The full course must be completed before credit will be allowed.

Business 13-14—Shorthand Theory (Gregg Functional Method).

Five hours each week. Credit: three hours each semester.

The full course must be completed before credit will be allowed.

Prerequisites: Business 11-12, or equivalent, should precede or be taken concurrently.

Business 15-16—Advanced Typing (Production Work).

Three hours each week. Credit: two hours each semester.

Prerequisite: Business 11-12, or equivalent.

Business 18—Secretarial Accounting.

Four hours each week. Credit: two hours second semester.

Business 21-22—Advanced Shorthand and Typewriting—Transcription.

Five hours each week. Credit: three hours each semester.

Development of transcription skill with emphasis on mailable transcripts.

Prerequisites: Business 11-12 and 13-14.

The secretarial courses will be integrated with, and supplemented by, courses given at the Greensboro Division of Guilford College.

SOCIOLOGY

PROFESSORS DINKEL AND MILNER

VISITING PROFESSOR LOVEJOY

ASSOCIATE PROFESSOR STAFFORD, ADMINISTRATIVE HEAD

ASSISTANT PROFESSOR ZOPF

Students who plan to take graduate work in law, religion, politics, or social research are invited to major in this depart-

ment. Undergraduate majors or minors in this field are also recommended for students entering business, public relations, personnel work, labor relations, or social work. Students who plan no graduate work but are interested in a broader cultural background and deeper understanding of human relations are also welcomed.

The Sociology and Anthropology Department aims to help students explore the best materials available on social interaction, group relationships and dynamics, and cultural change. Special research projects, tutorial reading arrangements, and field work with social agencies may also be arranged.

A major in Sociology requires twenty-four hours plus four hours credit in seminar (or an alternative equivalent acceptable to the department). Considerable flexibility for individual needs is possible, but students planning graduate work are expected to include Sociology 21, 24, 31, 39, and 40. They are also urged to include a course in statistics. Social work candidates should include Sociology 22, 24, 32, 34, and 35. They are urged to include a course in Family or Consumer Economics. Students desiring admission to graduate school are expected to pass a comprehensive examination in the field if they wish full recommendation by the department.

Sociology 20—The Social Sciences—Introductory.

Two lectures and two hours discussion each week. Credit: three hours.

A consideration of the development of a scientific approach to the study of society, the culture concept, basic Western institutions, problems of socialization and personality adjustment. A unit on the social testimonies of the Society of Friends and on some efforts at relief and rehabilitation is included.

Sociology 21—Principles of Sociology.

Three hours each week. Credit: three hours first semester.

This course is designed to acquaint the student with the processes of society, to give him some insight into the meaning of groups, community, culture, personality, types of social organization, processes of social interaction, phases of social control, and social change.

Offered 1960-1961, and alternate years.

Sociology 22—Social Problems.

Three hours each week. Credit: three hours second semester.

A study of some of the major social problems of contemporary society: family disorganization, transiency, the social problems of industry, housing, special rural and urban problems, poverty, personal disorganization, racial and ethnic conflict, and international disorganization.

Sociology 23—Rural and Urban Sociology.

Three hours each week. Credit: three hours first semester.

A study of human ecology and of changing rural and urban patterns of social organization.

Offered upon sufficient demand.

Sociology 24—Marriage and the Family.

Three hours each week. Credit: three hours second semester.

A study of practical problems of marriage, parenthood, and the family in our contemporary society.

Sociology 25—Population: History, Theory, Determinants, and Consequences.

Three hours each week. Credit: three hours first semester.

Sociology 26—Sociology of Religion.

Three hours each week. Credit: three hours second semester.

Studies of the interaction of religious experience with sociocultural and institutional phenomena. Developments within the framework of Western Christian civilization are emphasized, but some attention is given to the larger non-Christian institutions and to primitive or preliterate religions.

Offered upon sufficient demand.

Sociology 28—Industrial Sociology.

Three hours each week. Credit: three hours second semester.

A study of interpersonal relations in work situations, the sociology of occupations and social classes, factories and comparable organizations as social systems.

Offered upon sufficient demand.

Sociology 31—Anthropology (Paleontology, Archaeology, and Prehistory—Introductory).

Three hours each week. Credit: three hours first semester.

A study of social origins and the earliest stages of growth of important human institutions, invention, diffusion of culture traits, etc.

Offered 1960-1961, and alternate years.

Sociology 32—Cultural Anthropology.

Three hours each week. Credit: three hours second semester.

An emphasis on studies of cultural patterns of socialization and personality formation. Social organization and social institutions—especially modern primitive—are studied along with the application of anthropological methods to subdivisions of modern Western Society.

Offered 1960-1961, and alternate years.

Sociology 33—Southern Regions.

Three hours each week. Credit: three hours first semester.

An investigation of the Southern regional culture and its relation to the culture of the United States. A study is made of the physical and human resources for these regions and of developments pointing toward a greater realization of inherent capacities of the Southern regions.

Offered 1959-1960, and alternate years.

Sociology 34—Crime and Delinquency.

Three hours each week. Credit: three hours second semester.

A study of the nature and causes of crime, crime statistics, an analysis of the theory and methods of treatment.

Offered 1959-1960, and alternate years.

Sociology 35—Forms of Social and Relief Work.

Three hours each week. Credit: three hours first semester.

A developmental history and description of public and private social service agencies, community organization, group work, and disaster relief. Case work is especially emphasized.

Offered 1960-1961, and alternate years.

Sociology 36—Racial and Ethnic Relations.

Three hours each week. Credit: three hours second semester.

A review of attempts to study racial and ethnic differences, attitudes and relations. A study of the present status of racial and ethnic groups, especially in the Americas.

Offered 1959-1960, and alternate years.

Sociology 37—Educational Sociology—Intergroup Relations.

Three hours each week. Credit: three hours first semester.

The function and operation of various institutions and agencies of intergroup relationship operating within a community. The role of the school will be stressed. Considerable attention will be given to the methods and materials of intergroup education as techniques for building "bridges of understanding" between different groups of people.

Offered upon sufficient demand.

Sociology 39—Introduction to Social Research.

Three hours each week. Credit: three hours first semester.

A historical study of social surveys and of the development of modern techniques and methods of social research—schedules, questionnaires, case studies, culture group and community studies, elementary scaling and statistical techniques.

Offered 1959-1960, and alternate years.

Sociology 40—Social Theory.

Special tutorial arrangements. Credit: to be determined.

A reading course covering basic social and sociological theory as listed in departmental bibliography and tailored to individual needs.

Open only to seniors with special departmental permission.

Sociology 41-42—Research or Field Work in Sociology.

Credit: to be determined.

A problem in social investigation under the direction of the instructor, or, properly supervised and reported experiences in human relations: tension reduction efforts, small group or community organization projects, institutional service or work camp experiences, field work with agencies in social work.

Open only to seniors with special departmental permission.

Sociology Seminar.

Two hours each week. Credit: one hour each semester.

An effort to supplement formal courses with current material from sociological and social case work journals. Reports, discussion, occasional visiting lecturers and field trips. Major topics to be selected according to the needs and interests of the group.

THE SOCIAL ENVIRONMENT

Underlying the whole Guilford College program is the conviction that education is not a mere process of accumulating a specified number of credit hours, often representing an assortment of unrelated courses, and exchanging them for a diploma. Education is a process of growth; it can be neither streamlined nor mass-produced. Education implies the "drawing-out" of all the latent capacities, physical, moral, and spiritual as well as intellectual, that lie within each individual.

This drawing-out of each individual's capacities by teaching him to think clearly and express himself adequately, by introducing him to the cultural and spiritual heritage of the past, and by orienting him in the world of the present, constitutes the goal toward which Guilford undertakes to direct the whole college experience of the student.

Naturally, the chief part of this experience is formal classroom instruction organized in terms of courses, for the unbroken pattern of human knowledge must often be divided artificially into segments for the purpose of intensive study. Guilford seeks to place the emphasis, however, not upon the courses themselves but upon the larger educational objectives toward which the courses are directed. This crucial change of emphasis tends to break down the old distinctions between learning in class and learning outside and makes it possible for all parts of the college program to contribute to the student's educational experience. Chapel programs, the Friday evening lecture series, visits by special outside speakers, and the resources of films, records and radio are utilized to enrich the total educational program. Able students are encouraged to undertake various forms of independent study, which are discussed in greater detail below. Further enrichment of the total educational program comes through the various organized student activities, which are also described below.

ATHLETIC ASSOCIATIONS

The athletic associations are organized for the purpose of fostering and encouraging the athletic interests at the college and of assisting in the work of the department of physical education.

The Athletic Association for Men

All intercollegiate athletics are under the general supervision of the Physical Education Director for Men and the Faculty Committee on Athletics, in cooperation with the Athletic Association for Men.

The Athletic Council is composed of the Faculty Committee on Athletics, the Physical Education Director for Men, officers of the Athletic Association and the managers of the teams. This council elects the managers of the teams, decides all important questions relating to athletics, and makes the financial appropriations for athletic purposes.

The Alumni Committee on Athletics acts in an advisory capacity to the Athletic Association.

Athletic contests are promoted for the benefit of regularly enrolled students only, and only such students are permitted to represent the college in any athletic contest.

All schedules of games must be submitted to the Faculty Committee on Athletics for approval before final arrangements are made.

Women's Athletic Association

The purpose of this association is to provide an optional program of activities offering recreational participation in the activities in which fundamental skill has been acquired in physical education classes.

In cooperation with the Department of Health and Physical Education for Women, the Women's Athletic Association conducts extra-curricular sports on an intramural basis throughout the year. Tournaments are organized on an inter-class basis in both team and individual sports. Extramural competition is afforded by occasional playdays and sports days. May Day and some social events are added projects of this group. Co-recreational tournaments in tennis and badminton are also sponsored by them.

Every girl in school is eligible for membership in the Association. Awards are made on a plan whereby the standards for them are attainable by any student. The cabinet consists of the following elected officers: President, Vice-President,

Secretary-Treasurer, sports managers, equipment manager, dance manager, May Day chairman, publicity manager, cheerleader manager, and social chairman. These officers are elected in the annual spring elections held for all student offices.

MUSICAL ORGANIZATIONS

Guilford College Community Chorus

This chorus, the nucleus of which is the A Cappella Choir, has performed Handel's *Messiah* and other oratorios annually since 1927.

Membership is open to all students, faculty, and townspeople who enjoy participating in the performances of these great works.

The Fine Arts Club

Students who take applied musical subjects—piano, voice, violin, and organ—form the nucleus for this club. Other students interested in public performance are invited to join. The club holds bi-weekly meetings with programs given by the members, and students are criticized at the following lesson periods. Social occasions and open-house teas are held at seasonal times. Faculty sponsors meet with the club and help carry out the programs.

A Cappella Choir

This concert choir, which made its initial appearance at the commencement exercises in 1929, was the first organization of this kind in any Southern institution.

In its many local appearances and its annual concert tours throughout the Eastern United States it has evoked many enthusiastic comments on the quality of its performances and especially on the aesthetic and spiritual values which its members have been trained to experience and thus to communicate to the audiences.

Membership in the A Cappella Choir is open to all students but participation in public performances is at the discretion of the director.

Membership offers unusual opportunities for excellent training in the finest types of music, particularly the various periods of sacred music ranging from the 15th through the 20th centuries; it provides splendid fellowship and opportunities to carry a real message to the people of our country.

LITERARY SOCIETY

The purpose of the Guilford College Literary Society is to promote creative writing and develop artistic talents. The Literary Society publication, *The Tad*, is edited and published by a student staff under the direction and sponsorship of a faculty adviser designated by the administration. The editor-in-chief, assistant editor, and business manager are selected annually in the student elections by vote of the student body, but participation is open to all students interested.

THE HONOR BOARD

The Honor Board, composed of student representatives chosen by the student governments and two faculty advisers, is charged with the administration of the honor system as it applies to academic work.

THE DRAMATIC COUNCIL

The Dramatic Council is an executive board composed of faculty and student members who are interested in play production. It is organized to take charge of the presentation of plays given annually by the students of the college. It has property rooms in Memorial Hall in which are stored the permanent equipment of the council. Points are awarded for satisfactory acting or assistance behind the scenes in the presentation of a play, and students become candidates for election to membership by acquiring eight points.

SCHOLARSHIP SOCIETY

The Guilford Scholarship Society was organized in 1937 (the centennial year of the College), for the expressed purpose of encouraging and recognizing high academic achievement. A student is elected to membership after his fifth semester provided he has established a quality average of 2.50.

THE STUDENT PUBLICATIONS

The Guilfordian, newspaper, published at intervals of one or two weeks, and *The Quaker*, the student yearbook, are edited and published by student staffs under the direction and sponsorship of faculty members designated by the administration. There is a separate staff for each publication. The various editors and managers of the two organizations are selected annually in the student elections by vote of the student body, but participation in some capacity is open to all students interested in the work of the publications.

STUDENT GOVERNMENT ASSOCIATIONS

The Men's Student Government and the Women's Student Government cooperate with the administration in all matters connected with student life both social and academic. The students elect their own representatives to the governing councils of these associations.

THE STUDENT CHRISTIAN ASSOCIATION

The Young Men's and Young Women's Christian Associations of Guilford College were organized in 1889. In more recent years the two have been combined into one organization, called the Student Christian Association, which is an accredited member of the National Student Christian Associations. During recent years Guilford students have served as president and chairman respectively of the North Carolina Student Christian Association and the Southern Region student Y.M.C.A. Continuing in the tradition of the earlier organizations, the Student Christian Association, with its faculty advisers, plans many of the religious and social activities of the campus. The Student Christian Association names a student member of the Committee on Convocations and participates in planning chapel programs.

Committees are appointed by the Student Christian Association to meet and welcome new students on their arrival at Guilford College and to give them every possible assistance in their orientation. The purpose of the Student Christian Association is to permeate with Christian influence every phase of college activity.

STUDENT AFFAIRS BOARD

The Student Affairs Board, made up of one representative from each student organization on the campus and a committee from the faculty, has the general oversight of the student activities of the college.

Limitation of Activities

In order to set a standard for the participation of students in various campus activities, each activity is given a point rating. These are shown in the table which follows:

Athletic Council—Men's		Guilfordian	
	Points		Points
President	1	Editor-in-chief	5
Secretary	1	Managing Editor	4
Athletic Council—Women's		Business Manager	4
President	2	Associate Editor	2
Vice-President	2	Regular reporters	2
Secretary-Treasurer	2	Minor staff member	1
Member	1	Honor Board	
Athletic Teams—Men's		Member	1
Cross Country, Tennis, Track		International Relations Club	
Golf		President	2
Manager	2	Vice-President	1
Varsity squad	2	Secretary	2
Baseball, Basketball, Football		Treasurer	1
Manager	3	Monogram Club	
Assistant Manager	2	President	2
Varsity squad	3	Quaker	
Junior varsity squad	1	Editor-in-chief	4
Cheerleaders		Managing Editor	3
Head cheerleader	1	Photograph Manager	3
Member	1	Business Manager	2
Choir		Advertising Manager	2
President*	2	Minor staff member	1
Business Manager*	2	Representatives to Student	
Librarian	1	Assembly	
Member, if not registered for		Member	1
credit	3	Social Committee	
*If registered for credit, 3 points		Chairman	3
Classes		Member except chairman	2
President of any class	2	Student Affairs Board	
College Marshal		President	3
Member	1	Secretary	2
Committee on Convocations		Member except President or	
Member	1	Secretary	1
Dramatics		Student Christian Association	
Major Actor	2	President	3
Minor Actor	1	Cabinet member except	
President of Dramatic Council	2	President	2
Stage Manager	2	Student Council—Men's	
Member of Dramatic Council	1	President	4
Fine Arts Club		Vice-President	2
President	2	Member except President	1
Member	1	Student Council—Women's	
		President	4
		House President	3
		Secretary	2
		Member except President, House	
		President, or Secretary	1

The number of activity points which a student may carry is governed by his quality average for the preceding semester and determined by the following schedule:

Quality Average of Student	Points Allowed
3.00	13
2.75	12
2.50	11
2.25	10
2.00	9
1.75	8
1.50	7
1.25	6
1.00	5

A student passing nine hours work with an average of "C," yet not having a quality average of 1.00, may carry three points only.

No student may hold more than one four-point office.

A student participating in major student activities must be registered for thirteen hours, must have his matriculation card signed by the proper official in the Business Office and must have on file at the college a transcript of his record from the last school he attended. In addition, a student who has been previously enrolled in college must have an average grade of "C" in at least nine hours of college work during the preceding semester. If the student has been out of college for a time, the rule applies to the last semester he was in college. In case a student attends summer school as well as the regular session, his eligibility is determined by his combined average for the preceding semester and summer school. Such a student must have passed with an average grade of "C" three-fifths of the hours for which he was registered during the preceding semester and summer school.

A student who enrolls after October 1st will not be permitted to participate in major student activities during the first semester. A student who enrolls after February 10th will not be permitted to participate in major student activities during the second semester.

The foregoing regulations are on a semester basis except for the student who has been given the grade Inc. Such a student will be readmitted to student activities when the instructor who gave the grade Inc. reports that the work has been satisfactorily completed, provided he then meets the grade requirement.

In connection with intercollegiate athletics, the rules of the North Carolina Intercollegiate Athletic Conference are to be observed in addition to the college regulations governing all extra-curricular activities.

Committees appointed to make nominations for officers of student organizations should confer with the Student Affairs Board to determine whether the proposed candidates are eligible to hold the offices.

ACADEMIC REGULATIONS

GRADING OF STUDENTS

A student's standing is determined by daily recitations, hour examinations, and final examinations. Reports are issued quarterly. At mid-year and at the end of the year the report covers the work for the whole preceding semester. The grades attained are indicated by letters, *A*, *B*, *C*, *D*, *Inc.* and *F*.

A represents exceptional, *B* represents superior, *C* represents average, *D* represents passing attainment, *F* represents failure; *Inc.* represents incomplete, and shall be construed to mean that some part of the work has not yet been completed on account of conditions beyond the student's control. An *Inc.* not made up within a year automatically becomes an *F*.

A student may not be given a re-examination in a course at the end of the semester.

ABSENCES

All students, except sophomores, juniors and seniors who are on the honor roll, are required to attend class regularly. A student carrying less than twelve hours of academic work may not remain at the college except by special permission of the President. Students are allowed no absences, except those excused by the deans, three school days before and three school days after each vacation period. Students who are not passing nine hours with the average grade of *C* are allowed no absences except those excused by the deans.

Unavoidable absences on account of illness will be excused by the deans. Other unavoidable absences, except those necessary to represent the college in major student activities, must be arranged for with the deans in advance.

All students are required to attend chapel twice a week unless they have been excused by the proper committee.

When a student has two unexcused absences from chapel, he will be notified that the third will exclude him from college.

LATE REGISTRATION AND CHANGING CLASSIFICATION

A student will not be allowed to register for either the first or second semester, or to change registration, later than one week after the first day of classes except by permission of the Committee on Counseling.

Classes already missed because of late registration or change of registration are counted as unexcused absences.

Once registered, a person is considered a duly enrolled student until he or she files with the registrar or the deans a written notice of intention to withdraw from college. A student who withdraws without giving proper written notice will not be entitled to an official dismissal, or a refund from the Treasurer's Office.

EXTRA HOURS

Only students who have passed all their academic work and made an average of *B* during the preceding semester are allowed to petition to carry more than eighteen hours of academic work. Even very superior students are limited to a program of twenty-one hours. While enrolled at Guilford College, students may take courses by correspondence only after having obtained permission from the Dean's Office.

HONORS

Honors shall be awarded to the graduate who during his college course has attained the quality average

of 2.5 and *High Honors* to the graduate who has attained the quality average of 2.7.

HONOR ROLL

A member of the freshman, sophomore, junior, or senior class who has a quality average of 2.5 during the preceding semester, will be eligible for the *Honor Roll*; however, no freshman may be admitted to the privileges of the roll until the end of the freshman year. Summer school averages are combined with those of the previous semester.

Those on the honor roll are not required to attend classes, nor are they held responsible for daily preparations, but are required to take announced quizzes and quarterly and semester examinations.

The Personnel Directory of Guilford College includes lists of recipients of scholarships, prizes, and honors, and students on the Honor Roll.

EXCLUSION FOR FAILURE

In order to be eligible to return to college the second year a Freshman must have passed 15 hours of work during the year with an average grade of C.

In order for a Sophomore to return for the third year of college, he must have passed 24 hours with an average of C for the entire year.

In order for a Junior to return for the fourth year of college he must have passed 30 hours with an average grade of C.

REQUIREMENTS FOR GRADUATION

To obtain a bachelor's degree a student is required to complete a minimum of 128 semester hours, 120 in academic subjects, and 8 in physical education.

For each semester hour in which the student has the mark A he will receive 3 quality points; B, 2

points; *C*, 1 point; *D*, no points; *F*, no points. In order to be a candidate for a degree a student must have at least as many quality points as he has credit hours, with the exception of the eight hours of required work in physical education. The credit hours on which a student has a failing grade are counted in making averages, unless the course has been repeated and passed, or some course has been substituted for it. A student whose quality average is below 1.00 will not be allowed to enroll for the senior year without permission of the Committee on Counseling.

In his major field the student must complete not less than 24 hours. Courses passed with a grade of less than *C* will not be credited toward a major. The student must also receive credit in the required educational-tool and cultural-resource courses, and must work out with his major professor a course of study including one or two fields related to his major.

The college course is planned for four years of study; no student who has attended college less than the equivalent of three years and two summer schools will be granted a degree. The student must do a minimum of one year's study at Guilford College and must be in residence the last semester of his academic work.

In order for a student to receive his degree he must submit to the Dean of the College a written application for admission to candidacy for the degree not later than one semester prior to the expected time of receiving the degree.

Application should be made in January for the degree to be conferred at the end of the spring semester, and in May for the degree to be conferred at the end of the summer term. In making application for admission to candidacy for the degree a student must report the satisfactory completion of the Sophomore Speech, the Junior Speech, the comprehensive exam-

ination in English, and the comprehensive examination in a foreign language prior to the date of the application. A student must also have completed all core curriculum courses below the Junior level and the quality average of the student's academic work as of the date of application must be at least 1.00.

Graduates with majors in mathematics, biology, chemistry and physics are awarded the bachelor of science degree, unless they specifically request a bachelor of arts degree. All other majors are awarded the bachelor of arts degree.

Applicants for the degree in June must settle their accounts with the Business Office on or before May 1st of the year in which they expect to graduate. Applicants for the degree in August must have their accounts settled by July 17th.

THE LIBRARY

With an educational program which includes much collateral and independent reading, the college obviously emphasizes its library. The collection of material, intended especially for a liberal arts college, contains over 40,000 books and bound periodicals, besides hundreds of unbound periodicals and pamphlets. A Carnegie collection of 848 prints made from the best paintings in the world and over 125 books on art make up a part of the collection. In addition a collection of 626 records and a Magnavox record-player have been secured through the same source, and have been placed in the large music and art room on the second floor. These two collections greatly enrich and extend the cultural as well as the academic resources of the library.

In an attempt to encourage the use of the facilities of the library, the authorities have imposed very few rules. Readers have free access to the shelves, and the librarians and attendants are eager to assist students in finding material. As a result of the increased use of the building, however, thoughtful consideration of others is requested so that all who come may have a quiet place to study.

The reading rooms are large and well lighted. All books of fiction and reference are shelved in the main room, and are immediately available to the reader. The smaller reading room contains current issues of many magazines and journals and the more recent bound volumes of the leading periodicals. The fire-proof stack room is equipped with steel shelving and has twenty-one individual study desks. Seminar rooms and small study rooms also are available for students and groups engaged in special projects. A large number of books and manuscripts bearing on North Caro-

lina history, the history of the Society of Friends and of Guilford College are contained in the Quaker Collection Room and the adjoining vault. It is hoped that these records, probably the largest collection of Quaker material in the South, will be augmented by friends who have documents of historical interest in their possession and who would like to deposit them where they will be well cared for and available for study.

SPECIAL TRAINING AND INDIVIDUAL COURSES

Guilford College attempts to emphasize individual development in a number of ways, among which the following are especially important. Each student is required in his sophomore year and again in his junior year to make a special public talk which is designed to give him practice in the comprehension, organization, and presentation of more or less complicated material. In the senior year each student presents a thesis in the preparation of which he has made some original investigation.

In a number of courses in the college curriculum detailed syllabi have been prepared which give advanced, capable students the opportunity to study independently and receive credit for work done upon the successful completion of a comprehensive written and an oral examination covering the material.

Seniors who have achieved a high record during their first three years of work are permitted and encouraged to carry on an independent course of readings and study looking toward special honors in their major department, or they may undertake an independent investigation in their field of major concentration, the results of which may be incorporated into the required senior thesis, and for which they may be

awarded as much as six hours credit. For details of the regulations covering such projects the student should consult the head of the department in which he is majoring.

SUMMER SESSION

The summer session at Guilford College is planned around certain definite objectives: (1) to afford an opportunity for capable students to complete the requirements for a bachelor's degree in less than four years; (2) to allow high school graduates to begin their college education in an atmosphere of quiet and peaceful surroundings without the usual busy period of the opening of college each fall; (3) to offer students a program of study in keeping with the changing conditions, whether local, national, or international; and (4) to give teachers the opportunity of further training in their special fields of interest.

Summer session courses are taught by the regular faculty of the college and are the same in content as courses offered in the fall and spring semesters. Courses given vary from summer to summer. The college's usual high standards of scholarship are maintained. Students may earn up to ten semester hours in the nine weeks session.

For further information, write to: Director of the Summer Session, Guilford College, North Carolina.

ACCELERATED PROGRAM

By attending summer sessions, a student materially reduces the time it takes to finish his college course (see (1) above). Many people have completed the work in three calendar years, with some exceptional students finishing in six semesters and two summers.

GREENSBORO DIVISION OF GUILFORD COLLEGE

Guilford College, conscious of its responsibility to the community, operates a division of the college in the city of Greensboro expressly for the purpose of offering to adults courses not available elsewhere at convenient times.

The college credit courses of the Greensboro Division are taken from the regular curriculum of Guilford College and are taught by members of the college faculty; the traditionally high academic standards of Guilford are maintained. These courses are therefore thoroughly accredited. Such facilities as the campus library are available for use of Greensboro Division students on the same basis as for students enrolled in day classes.

The instructional program also includes courses in standard high school work, courses in business education and in industrial management, and adult education courses of a technical nature designed to increase the skill and earning power of employees of Greensboro firms.

In addition, the Greensboro Division offers a special program of non-credit continuing liberal education courses designed to broaden the horizons and increase the enjoyment of living of the responsible citizens of the community. This program includes lectures by outstanding educators and a variety of discussion groups, covering the humanities, political science, history, and sociology. This rapidly growing development is of particular interest to men and women who have completed some formal education yet who desire to continue learning so that their appreciation of the changing world in which they live can be increased.

Students registered in the Greensboro Division may participate in certain extra-curricular activities of the college.

Special bulletins and further information may be secured from:

GRADY E. LOVE, *Director*
Greensboro Division of Guilford College
501 West Washington Street
Greensboro, North Carolina

ADMISSION TO GUILFORD COLLEGE

It has been agreed that Guilford College should remain a small college of 650 degree students. Those who can live in their homes, commuting to the campus each day, will be accepted into membership in the student body as long as the facilities of the College can provide for their needs.

The decision to have a college of this size is the result of the thinking of many educators that the finest life and the best scholarship are fostered in a small college. The student who is given the privilege of becoming a member of Guilford College's friendly student body assumes the obligation of loyalty both to the spirit and the letter of its regulations and traditions.

The faculty and student governments have requested that students confine their use of tobacco to certain areas listed in the handbook. The possession or use of intoxicating beverages is forbidden. Gambling is forbidden.

Whenever a student shows, by maintaining low standards of scholarship or standards of conduct that are at variance with those the college strives to maintain, that he fails to appreciate the opportunity that is his, he will be asked to withdraw from the college. In all such matters the college exercises final authority.

ADMISSION TO THE FRESHMAN CLASS

Freshman standing will be granted to a student who is believed by the Committee on Admissions to be capable of doing acceptable college work and who has completed satisfactorily a four-year course of not less than 15 units in a secondary school of approved standing or the equivalent of such a course as shown by examination. In order for an applicant to be considered by the Committee on Admissions, he should submit a formal application and have his high school record to date sent to the college.

HOW TO APPLY

1. Fill in an application form and forward it to: Director of Admissions, Guilford College, Guilford College, N. C.
2. Enclose \$10.00 application fee. (This will be applied on your first payment if you are accepted, but will not be refunded if you are not accepted or if you elect not to attend Guilford College.)
3. Ask the principal of your high school to forward a copy of your transcript to: Director of Admissions, Guilford College, Guilford College, N. C.
4. After you are accepted, an additional \$40.00 deposit is required. (This is refundable, up to July 1st, if you elect not to attend Guilford College.)
5. Forward a report of physical examination by your doctor two months before entrance. A certificate showing that you have received polio vaccine must be included.

Before being admitted to Guilford, an applicant must take the Scholastic Aptitude Test of the College Entrance Board furnished by Educational Testing Services, Box 592, Princeton, New Jersey.

A student is advised to plan his secondary school work so that he will be adequately prepared to enter the courses he will take at Guilford College. No more than three units in vocational subjects can be accepted as part of the minimum fifteen. The following secondary school courses are suggested:

English	3-4 units
Mathematics	2-4 units
Foreign Language	2-6 units
Social Studies	1-4 units
Natural Science	1-4 units

All currently enrolled students must reapply for admission on or before April 15th and at the same time pay a \$50.00 deposit. This amount is refundable upon request by July 1st.

ADMISSION TO ADVANCED STANDING

Students from other approved institutions will be admitted to such standing as seems fair to the Committee on Credentials. The applicant in every case must present a statement of honorable dismissal, a catalogue of the school attended, and an official statement and description of the work done, with a complete record of entrance credits.

SPECIAL STUDENTS

The designation "special student" may arise in several ways. In general any student carrying less than twelve hours is a "special student."

- (1) A person twenty-one years old or older, who is not a candidate for a degree, and who may not have graduated from high school, may be admitted to register for certain courses which are of special interest to him.
- (2) A full time student who for good reasons is allowed to reduce his course load to below twelve academic hours is a special student. Such a student may not reside in the dormitories except by consent of the president of the college.

FEEES

Guilford College attempts to keep the cost of education as low as possible. This is accomplished to a great extent through

income from the Endowment Funds, now approximately \$2,400,000, and donations.

In former years the college has at times furnished as much as 62 per cent of the annual cost of the student's academic training.

It is the constant purpose of the administration to give to Guilford students services of high value in relation to the cost to them. The College may find it necessary to raise the basic fees during a year to maintain the existing standards. If this becomes necessary, persons responsible for fees will be given prior written notice.

TUITION AND FEES

1959-1960

For tuition, board, room rent, registration, library, medical, physical education, and lecture fees for the academic year the charge is (not including student activity fee):

For men in Archdale Hall	\$935.00
For men in Cox Hall	935.00
For women in Founders Hall	935.00
Tuition and special fees	\$500.00
Board and room	435.00
For women in Kathrine Hine Shore Hall	960.00
For men in English Hall	960.00
Tuition and special fee	500.00
Board and room	460.00
For women in Mary Hobbs Hall (estimated)	845.00
Tuition and special fee	500.00
Board and room	345.00
For day students	
Tuition and special fee	500.00
For all students	
Student activities fee	22.00
Student blanket sickness and accident insurance	16.00
Laundry Service—Rental	20.00

Shirts, pillow cases and towels are available through the Business Office on rental from General Linen Service. Soiled linens are exchanged each week for fresh by an agent of General Linen Service.

(Waiver basis for insurance and laundry—see below)

The Student Activities Fee is assessed to cover the budget of certain student organizations in which every student may participate or from which he receives certain benefits. The budget must be adopted by at least a three-fourths vote of the entire student body. The organizations participating in the

budget are the Athletic Associations for men and women, the college annual, the college newspaper, the Christian Associations, the Student Government organizations, the Dramatic Council, Social Committee, the Student Affairs Board, and the Choir.

Medical Service. The medical fee does not cover the cost of professional services where a physician is called to attend a patient nor the cost of a special nurse. The college provides the services of a trained nurse at the college, and medicine for ordinary exigencies or minor accidents. Each student is required to keep his own room clean and in order.

All students entering Guilford for the first time will be required to submit a health certificate from their physician. Forms may be secured from the office of the Director of Admissions, Guilford College, N. C.

All students, when ill, will be removed to the college infirmary in Founders Hall upon the direction of the nurse. The charge is \$3.00 per day after the first five days.

Students' Medical and Accident Expense Reimbursement Insurance. A plan of Students' Medical and Accident Expense Reimbursement Insurance is offered on a waiver basis. Under this plan, the carrying company will indemnify a student for doctors' fees, nurses' fees, hospital or infirmary confinement and other specified expenses caused by illness not related to pre-existing conditions and excluding mental illness, or accidental bodily injury, not to exceed \$1,000 and dental treatments resulting from injury, not to exceed \$100. Benefits are effective twenty-four hours a day during the entire year including interim vacation periods.

The premium of \$16.00 for each student will appear as an item on the first semester charges unless students or parents notify the Business Office in writing, on or before the day of the student's registration, that such protection is not wanted.

The Insured Tuition Plan is available through the business office.

Special Fees

For less than full work (12 semester hours), \$15.00 per semester hour plus a \$5.00 registration fee each term.

Graduation and Academic Costume Fee	\$12.50
Late Registration Fee	\$2.00 to 10.00
Typewriting Rental Fee (per semester)	6.00
Extra credit hours (more than 18) per hour	15.00

All courses taken in the Greensboro Division for the convenience of regular campus students will be charged as extra hours.

Materials Charge for Laboratory Course:

Charges for materials and for equipment breakage will be made by the professor in charge. Excess charges will be paid by the student.

Analytical, Organic and Physical Chemistry (per semester)	10.00
General Chemistry (per semester)	4.00
Natural Science (per semester)	3.00
Biology (per semester)	5.00
Fee for practice teaching	35.00

Fees in Music

(All fees for one year—two semesters)

Class lessons in voice	\$ 25.00
Class lessons in instruments	25.00
Private lessons in voice or instruments:	
Two lessons per week	100.00
One lesson per week	60.00
Use of piano for practice:	
Six hours per week	10.00
Twelve hours per week	16.00
Use of organ for practice:	
Six hours per week	16.00
Use of orchestral instruments	10.00

PAYMENTS

Payments covering all expenses are due as follows:

Upon registration for first semester	50%
Upon registration for second semester	50%

Make all checks payable to Guilford College.

Veterans will be required to present at the time of registration their Certificates of Eligibility and Entitlement.

Since some parents may prefer to pay tuition and other school fees in monthly installments during the academic year we are glad to offer this convenience under a Monthly Installment Plan. The cost is 4% greater than when payment is made in cash at the beginning of each term.

Necessary books and supplies are sold at the College Bookstore.

During vacation periods no meals will be served at the college and all rooms must be vacated.

Regulations Governing Payments

Refunds and Reductions. Upon withdrawal of a student from Guilford College, refunds of tuition paid are calculated from

two weeks following written notification of the Business Office of such withdrawal. Payment covering these two weeks is considered liquidating expense. Fees assessed for registration, student activities, laboratory, and other than tuition are not refundable.

Registration. Registration for the first semester must be completed before the Business Office closes at 5:00 o'clock on Wednesday following registration day, and for the second semester, before the Business Office closes at 5:00 on Tuesday following registration day. Before a student's registration is completed; his matriculation card must be signed in the Business Office.

Late Registration. For registration after the scheduled date an extra fee of \$2.00 is required for the first day and \$1.00 for each additional day until a maximum of \$10.00 is reached.

ROOMS

The students furnish pillows, linen, all covering for their beds, and towels.

Where a room has been equipped to accommodate two students, charge for one occupant will be one and one-half times the regular rent.

After arranging for rooms and board, students are not allowed to change without the consent of their dean and of the business manager.

All women students must room in the dormitories or live in their own homes.

A special fee will be charged for electrical appliances used in students' rooms.

Pets, animals, or firearms are not permitted in dormitories or on campus.

All rooms must be vacated during vacation periods.

MEALS

All resident students have meals in one of the College Dining Rooms.

MARY HOBBS HALL

Mary Hobbs is a cooperative dormitory for young women. Each resident performs her allotted part of the household duties and preparation and service of meals. Women in this hall may do their own laundry, washing machines being available in the building.

STUDENT FINANCIAL AID

The Financial Aid Committee of the faculty administers limited scholarships, grants-in-aid, work opportunities, and loans, awarded largely on the basis of need. The committee encourages high scholastic standards and urges students to consider work loads realistically in relation to semester hours and extra-curricular activities.

There are several funds that have been set apart to be used for loans to students. The committee can also put students in touch with agencies outside the college which make long term, low interest loans to students.

In making scholarship grants, preference is given to returning students who have "B" or better averages and who use their time wisely in scholastic and extra-curricular pursuits. Entering students with excellent high school records will be considered. No grant will be made to a student with less than a "C" average.

No grant will be made to a resident student who owns or maintains a car, except where necessity is justified to the committee.

All grants are on a one-semester basis, with the possibility of renewal for an additional semester. Unacceptable scholastic work, gross misbehavior, or undue extravagance will result in refusal by the committee to renew grants for an additional semester.

Before applying for other assistance, women students are urged to consider savings made possible by living in Mary Hobbs Hall. Some students at Guilford College meet part of their expenses by clerical or maintenance or other work.

Application for financial aid should be made through Charles C. Hendricks, Director of Admissions, Guilford College, North Carolina.

The scholarships ordinarily open to students of Guilford College are listed below. Balances and incomes of scholarship and endowment funds are published in the President's annual report.

Alumni Association Achievement Award: Awarded by the Association to an undergraduate\$ 50.00

Alumni Association Undergraduate Athletic Award:

Awarded by the Association to the outstanding underclass athlete each year\$ 50.00

Edwin P. Brown Scholarship.

Conway Scholarship.

- Elwood Cox Scholarship*: Open to ministerial student or missionary candidate \$ 50.00
- Mary E. M. Davis Scholarship*: Open to girls graduating from Guilford High School \$100.00
- Eula Dixon Scholarship*: Open to graduates of Sylvan (N. C.) High School \$ 50.00
- Nereus C. and May Martin English Scholarships.*
- N. F. and Laura Farlow Scholarship.*
- A. Brown Finch Scholarship*: Open to young men of promising leadership, scholarship, and athletic ability \$100.00
- Franklin G. Frazier Scholarship*: Open to Young Friends.
- John Gurney Frazier Scholarship.*
- Melvina A. Frazier Scholarship*: Open to Young Women Friends.
- Greensboro Advisory Board Scholarship*: Open to residents of Greensboro, N. C.
Preference given to entering students \$100.00
- John B. Griffin Scholarship for Women.*
- J. R. and Retta E. Hardin Scholarships*: Open to Young Friends.
- Marvin Hardin Scholarship*: Established by the class of 1904. Open to sophomores but used in the senior year \$ 90.00
- Haverford College* offers annually scholarships to members of the graduating class or to recent graduates. Application must be made direct to the President of Haverford College on or before March first \$600.00
- Emily S. Howard Scholarships*: Four scholarships of \$250.00 each awarded annually to worthy and able students.
- Roxie Armfield King Scholarship*: Open to young women residents of Guilford County and North Carolina.
- Nereus and Oriana Mendenhall Mathematics Scholarship*: Open to majors in mathematics \$100.00
- Clyde and Ernestine Milner Scholarship.*
- James Arnold Mitchell Memorial Scholarship.*

William F. Overman Scholarship: Open to juniors but used in the senior year\$ 50.00

Philadelphia Scholarship: Open to Young Friends.

Quarterly Meeting Scholarships: Open to members of the North Carolina Yearly Meeting. There are sixteen scholarships under this fund. Each\$100.00

Amos and Martha Ragan Family Memorial Scholarships.

David Troll Rees Music Scholarship: Open to majors in music\$100.00

Mary Lynn Richardson Scholarship: Open to students from certain other countries who expect to return to such countries after completing study here.

Riverside Manufacturing Company Scholarship.

William Lee and Ruth C. Rudd Scholarships: Open to men students from Alamance and Caswell counties in North Carolina. Each\$100.00

Lucy Stella Schieffelin Scholarships: Three or four annual awards to students of exceptional promise.

B. Clyde Shore Journalism Scholarship: Open to students especially interested in some form of creative writing\$100.00

Elisha Thomas and Louisa Bradshaw Snipes Scholarship.

Amos Stuart Scholarship: Open to young men of outstanding ability.

Tripp Scholarship: Open to Young Friends in North Carolina Yearly Meeting.

J. M. Ward Scholarships: Open to Young Friends of Tennessee, Ohio, and North Carolina who show promise of leadership in the Society of Friends.

Henryanna Hackney White Scholarship.

Clara D. Willitts Scholarship.

BOARD OF TRUSTEES

Robert H. Frazier, *Chairman* David J. White, *Secretary*

Joseph D. Cox, *Vice Chairman*

Horace S. Haworth, *Treasurer*

Ruth Newlin Coble, Guilford College	1959
L. Elton Warrick, Goldsboro	1959
William A. Wolff, Winston-Salem	1959
Joseph D. Cox, High Point	1960
F. Duval Craven, Greensboro	1960
David J. White, Greensboro	1960
Edwin P. Brown, Murfreesboro	1961
A. Wilson Hobbs, Chapel Hill	1961
Eunice A. Parker, High Point	1961
Robert H. Frazier, Greensboro	1962
Horace S. Haworth, High Point	1962
Hugh W. Moore, Philadelphia, Pa.	1962
Luby R. Casey, Goldsboro	1963
Nereus C. English, Thomasville	1963
B. Clyde Shore, Winston-Salem	1963

ADMINISTRATIVE AND OTHER OFFICERS

Clyde A. Milner, A.B., A.M., B.D., Ph.D., LL.D.

President

Harvey A. Ljung, B.S., M.S., Ph.D.

Dean of the College

David H. Parsons, Jr., A.B., A.M.

Business Manager

Grady E. Love, B.S., M.A., Ph.D.

Director of the Greensboro Division of Guilford College

David W. Morrah, Jr., B.S.

Director of Promotion

Bill Lee Yates, A.B., M.E.

Dean of Men

Mildred Marlette, A.B., A.M.

Dean of Women

Bill Lee Yates, A.B., M.E.

Acting Registrar

Lucille N. Thompson, A.B.

Assistant Registrar

Katharine C. Ricks, B.S., A.B.

Librarian Emeritus

Dorothy Gilbert Thorne, A.B., A.M.

Custodian of the Quaker Collection

E. Garness Purdom, A.B., M.S., Ph.D.

Administrative Chairman, Library Committee

Charles C. Hendricks, A.B.

Director of Yearly-Meeting Relations and

Director of Admissions

Gene S. Key, A.B.

Alumni Secretary

N. Era Lasley, A.B.

Special Alumni Assistant

Walter A. Coble

Superintendent of Buildings and Grounds

Maud L. Gainey

Treasurer Emeritus

Elizabeth S. Bergman

Assistant Treasurer

Velta Frisbergs

Housekeeper

Mary Catherine Upchurch, B.S.

Head Resident, Kathrine Hine Shore Hall

Hassie C. Johnson

Head Resident, Mary Hobbs Hall

Blonnie Lou Carlisle, R.N.

College Nurse

Margaret E. Crownfield, A.B.

Secretary to the President

Mattie P. Ward

Admissions and Alumni Office Secretary

FACULTY

- CLYDE A. MILNER, A.B., A.M., B.D., Ph.D., LL.D.
President of the College and Professor of Philosophy
- EVA GALBREATH CAMPBELL, A.B., A.M., Ph.D.
Professor of Biology
- ALGIE INNMAN NEWLIN, A.B., A.M., Dr. Sc.Pol.
(Geneva)
Professor of History and Political Science
- PHILIP W. FURNAS, A.B., A.M., Ph.D.
Professor of English
- E. GARNES PURDOM, A.B., M.S., Ph.D.
Professor of Physics
- HARVEY ALBERT LJUNG, B.S., M.S., Ph.D.
Dean of the College and Professor of Chemistry
- FREDERIC R. CROWNFIELD, B.S., S.T.M., Ph.D.
Professor of Biblical Literature and Religion
- GORDON W. LOVEJOY, A.B., A.M., Ph.D.
Visiting Professor of Sociology
- ROBERT M. DINKEL, A.B., A.M., Ph.D.
Professor of Sociology
- GRADY E. LOVE, B.S., M.A., Ph.D.
*Director of the Greensboro Division and
Professor of Education*
- HELBERT T. APPENZELLER, A.B., M.A.
Director of Athletics
- ERNESTINE COOKSON MILNER, A.B., B.S. in Ed., A.M.
Professor of Psychology
- J. CURT VICTORIUS, Dr. Pol.Econ. (Hamburg)
Professor of Economics and Business Administration
- E. DARYL KENT, A.B., B.D., Ph.D.
Associate Professor of Religion and Philosophy
- KATHARINE C. RICKS, B.S., A.B.
Librarian Emeritus
- CHARLES N. OTT, A.M., M.S., Ph.D.
Associate Professor of Chemistry
- HAROLD M. BAILEY, A.B., M.Ed.
Associate Professor of Education

- CARL C. BAUMBACH, B.M., M.M.
Associate Professor of Music
- STUART T. MAYNARD, A.B., M.E.
Director of Men's Physical Education
- DAVID B. STAFFORD, A.B., A.M., Ph.D.
Associate Professor of Sociology
- HIRAM H. HILTY, A.B., B.D.
Associate Professor of Spanish
- CARROLL S. FEAGINS, A.B., M.A., Ph.D.
Associate Professor of Philosophy
- EDWARD E. TERRELL, A.B., M.S., Ph.D.
Associate Professor of Biology
- CHAUNCEY B. IVES, B.A., LL.B., M.A., Ph.D.
Associate Professor of English
- J. FLOYD MOORE, A.B., B.D.
Associate Professor of Biblical Literature and Religion
- E. KIDD LOCKARD, A.B., A.M.
*Associate Professor of Economics and Business
Administration*
- EDNA L. WEIS, A.B., B.S. in Ed., M.A.
Assistant Professor of English
- MILDRED MARLETTE, A.B., M.A.
Dean of Women and Assistant Professor of English
- EDWARD F. BURROWS, A.B., M.A., Ph.D.
Assistant Professor of History
- MILDRED FARROW, B.S. in Ed., B.S.L.S., M.S.L.S.
Assistant Librarian
- ALMA MARTIN, M.S.
Assistant Professor of Home Economics
- TREVA WILKERSON MATHIS, A.B.
Assistant Librarian
- THOMAS J. MOORE, B.A., M.A.
*Assistant Professor of Business Administration and
Secretarial Studies*
- GAY H. SPIVEY, B.E., B.S. in L.S.
Assistant Librarian
- ANN FLEMING DEAGON, A.B., M.A., Ph.D.
Assistant Professor of Languages

DONALD D. DEAGON, A.B., M.A.

Assistant Professor of English

OSCAR MAURICE POLHEMUS, A.B., A.M., S.T.B., Th.D.

Assistant Professor of Political Science

JOSEPH STUART DEVLIN, JR., B.S., M.S.

*Assistant Professor of Economics and Business
Administration*

EUGENE H. THOMPSON, JR., A.B., A.M.

Assistant Professor of French

ROBERT E. SHOAF, A.B., A.M.

Assistant Professor of Men's Physical Education

GERALD W. VANCE, A.B., S.T.B., M.A.

Assistant Professor of Psychology

PAUL E. ZOPF, JR., B.S., M.S.

Assistant Professor of Sociology

MAXINE K. LJUNG, B.M., A.M.

Instructor in Piano

LIGIA D. HUNT, B.A., M.A.

Instructor in Spanish

MARY B. FEAGINS, A.B., M.A.

Instructor in German and French

MARY CATHERINE UPCHURCH, B.S.

Instructor in Physical Education

JERRY M. SMYRE, A.B., A.M.

Instructor in Music

EVALEEN BROOKE JONES, A.B., M.A.

Instructor in Mathematics

JACK S. BARTON, B.S.E., M.E.

Instructor in Natural Science

ALPHABETICAL LIST OF FACULTY AND STAFF

Appenzeller, Herbert T., Director of Athletics

Bailey, Harold M., Associate Professor of Education

Barton, Jack S., Instructor in Natural Science

Baumbach, Carl C., Associate Professor of Music

Bergman, Elizabeth S., Assistant Treasurer

Burrows, Edward F., Assistant Professor of History

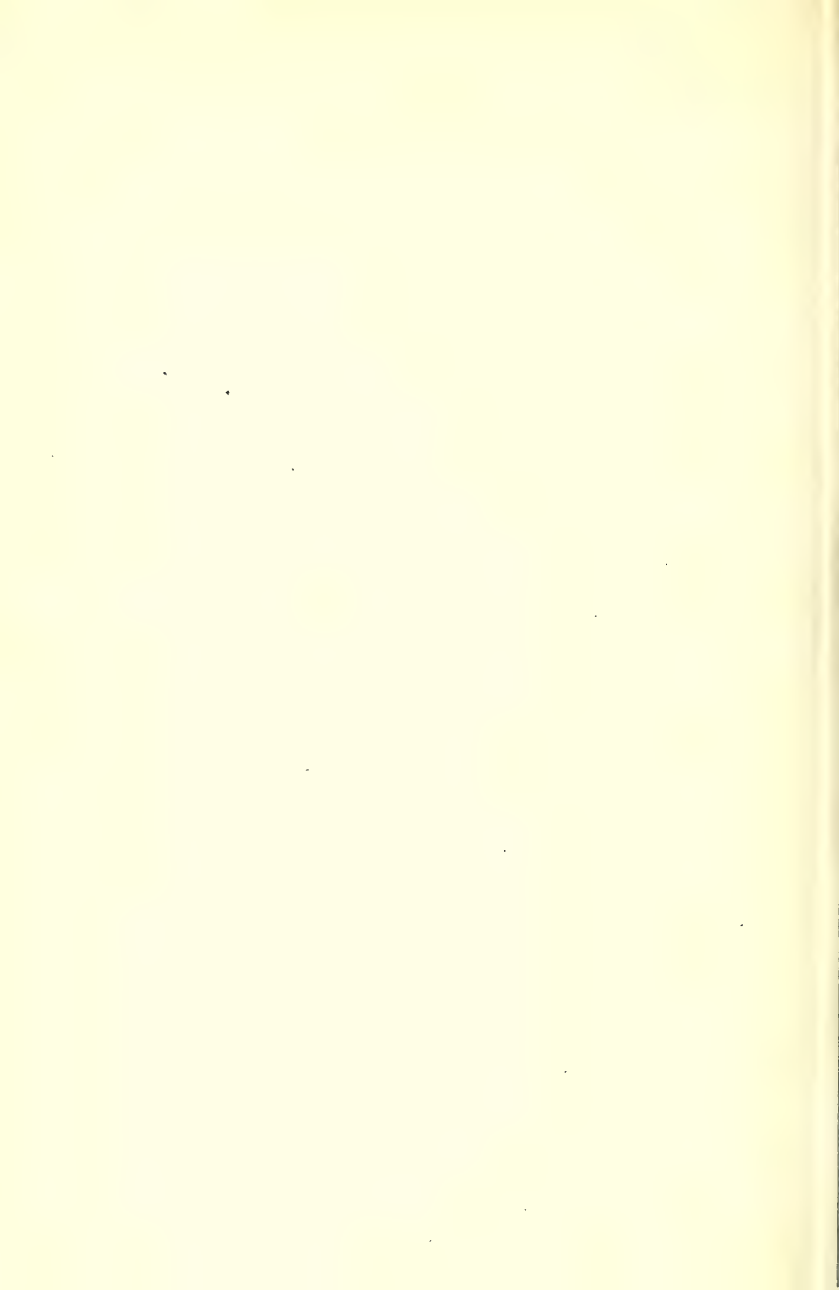
Campbell, Eva G., Professor of Biology
Carlisle, Blonnie Lou, College Nurse
Coble, Walter A., Superintendent of Buildings and Grounds
Crownfield, Frederic R., Professor of Biblical Literature and Religion
Crownfield, Margaret E., Secretary to the President
Deagon, Ann Fleming, Assistant Professor of Languages
Deagon, Donald D., Assistant Professor of English
Devlin, Joseph Stuart, Jr., Assistant Professor of Economics and Business Administration
Dinkel, Robert M., Professor of Sociology
Farrow, Mildred, Assistant Librarian
Feagins, Carroll S., Associate Professor of Philosophy
Feagins, Mary B., Instructor in German and French
Frisbergs, Velta, Housekeeper
Furnas, Philip W., Professor of English
Gainey, Maud L., Treasurer Emeritus
Hendricks, Charles C., Director of Yearly Meeting—College Relations and Director of Admissions
Hilty, Hiram H., Associate Professor of Spanish
Hunt, Ligia D., Instructor in Spanish
Ives, Chauncey B., Associate Professor of English
Johnson, Hassie C., Head Resident, Mary Hobbs Hall
Jones, Evaleen B., Instructor in Mathematics
Kent, E. Daryl, Associate Professor of Religion and Philosophy
Key, Gene S., Alumni Secretary
Lasley, N. Era, Special Alumni Assistant
Ljung, Harvey A., Dean and Professor of Chemistry
Ljung, Maxine K., Instructor in Piano
Lockard, E. Kidd, Associate Professor of Economics and Business Administration
Love, Grady E., Director of Greensboro Division of Guilford College and Professor of Education
Lovejoy, Gordon W., Visiting Professor of Sociology
Marlette, Mildred, Dean of Women and Assistant Professor of English
Martin, Alma, Assistant Professor of Home Economics
Mathis, Treva W., Assistant Librarian

- Maynard, Stuart T., Director of Men's Physical Education
Milner, Clyde A., President and Professor of Philosophy
Milner, Ernestine C., Professor of Psychology
Moore, J. Floyd, Associate Professor of Biblical Literature and Religion
Moore, Thomas J., Assistant Professor of Business Administration and Secretarial Studies
Morrah, David W., Jr., Director of Promotion
Newlin, Algie I., Professor of History
Ott, Charles N., Associate Professor of Chemistry
Parsons, David H., Jr., Business Manager
Polhemus, Oscar M., Assistant Professor of Political Science
Purdum, E. Garness, Administrative Chairman, Library Committee and Professor of Physics
Ricks, Katharine C., Librarian Emeritus
Shoaf, Robert E., Assistant Professor of Men's Physical Education
Smyre, Jerry M., Instructor in Music
Stafford, David B., Associate Professor of Sociology
Spivey, Gay H., Assistant Librarian
Terrell, Edward E., Associate Professor of Biology
Thompson, Eugene H., Jr., Assistant Professor of French
Thompson, Lucille N., Assistant Registrar
Thorne, Dorothy G., Custodian of the Quaker Collection
Upchurch, Mary Catherine, Head Resident, Kathrine Hine Shore Hall and Instructor in Physical Education
Vance, Gerald W., Assistant Professor of Psychology
Victorius, J. Curt, Professor of Economics and Business Administration
Ward, Mattie P., Admissions and Alumni Office Secretary
Weis, Edna L., Assistant Professor of English
Yates, Bill L., Acting Registrar
Zopf, Paul E., Jr., Assistant Professor of Sociology

INDEX

	Page		Page
Absences, limited	85, 86	Embryology	22
Academic regulations	85	Employment, student	101
Accelerated program	92	English	31-34
Accident insurance	97	Enrollment, limited	7, 94
Accounting	25, 26	Examinations, language	
Accrediting of college	3	achievement	89
Administrative officers	104	Comprehensive	19, 89
Admissions	71, 94-96	Dates of	6
Aims of college	14, 15, 78	Physical	39, 43, 98
Algebra	50	Extra-curricular activities	79-84
Alumni Day, date of	6	Limitations	82-84
Anatomy, comparative	21	Facts about College	8
Human	42	Faculty list	106-110
Anthropology	75	Failure, Exclusion for	87
Archdale Hall	10	Fees	71, 95-100
Art, appreciation of	18, 61	Refunds	99
Collection	90	Dates due	99
Philosophy of	61	for seniors	89
Teaching of	29	Fine Arts Clubs	80
Athletic Council	79	Firearms forbidden	100
Athletic fields	13	Foreign language achievement	
Athletics, Alumni Committee	79	test	89
Bacteriology	22	Founders Days, dates	6
Biology	21, 22	Founders Hall	10
Board cost	97	French	35
Bookkeeping, see Accounting		Freshman courses	20
Botany	21	Friends, Society of, courses	
Buildings	10-13	relating to	69, 72
Business Administration	24-28	Early records of	90, 91
Calculus	51, 52	Gambling forbidden	94
Calendar	6	Genetics	22
Campus, location and		Geography	38
description	7, 13	Geology	38
Chapel, attendance	86	Geometry	51
Programs	78	German	35, 36
Chemistry	23, 24	Government	48
Choir	80	Grades	85
Choir training	59	Graduation, date of	6
Choral Society	80	Requirements for	19, 87, 89
Christian Association	8, 82	Fee	98
Composition, English	16, 33	Greek	16, 36
Comprehensive examinations	19, 88	Greensboro Division	93
English	32	Gymnasium	11
History	46	Fee for use	97
Correspondence courses permitted	86	Health, services	98
Course of study outline	20	History and achievements of	
Courses, extra	86	College	7-10
Fee for extra	98	History	45-49
Change of	86	American Philosophy	62
Cox Hall	11	Music	55
Cultural resource courses	14, 17, 18	Religions	70
Curriculum outline	20	Society of Friends	69
Cuts, limited	85, 86	Holidays, dates of	6
Day students accepted	93, 94	Home Economics	49
Fees for	97	Honor Board	81
Dormitories	10-13, 96	Honor roll	87
Drama, see courses English		Honors work	86
Department		Hours, extra	86
Dramatic Council	81	Fees for	98
Economics and Business		Hygiene, for men	40
Administration	24-28	For women	44
Education	28-31	Illness, absence for	85
Christian Education Principles	70	Inoculations	38
Music education	29	Instruments, musical, study of	58
Elementary education	28-31	Lesson and practice fees	99

	Page		Page
Insurance, accident	97	Quality average	87
Junior year courses	20	Activities determined by	82, 83, 84
Speeches	91	Registration, dates	6
King Hall	11	Regulations	99
Laboratory fees	99	Fees	99
Languages, achievement test	89	Late	86
Latin	16, 36	Fees for	98
Laundry, Mary Hobbs Hall	100	Religion	68-72
Law, Business	25	Philosophy of	62
Lecture series	78	In life of college	8
Library	90, 91	Graduate study	71
Liquor forbidden	94	Rooms, furnishings	100
Literature, General	18, 34	Rent	97
See also specific languages		Scholarship Society	81
Loan funds	101	Scholarships	101-103
Major fields of study	18, 19	Science, philosophy of	62
Marks	85	Secretarial courses	73
Mary Hobbs Hall	11	Semesters, dates of	6
Costs in	100	Senior year courses	20
Mathematics	50-52	Thesis	19, 91
Medical examination	39, 43, 95	Shorthand	73
Medical fee	97	Size of student body limited	8, 94
Meeting House	11	Smoking, restrictions	94
Memorial Hall	10	Social Environment	78
Music	52-60	Sociology	73-77
Teaching of	29	Sophomore courses	20
Fees for lessons and use of instruments	99	Speech	88
Musical organizations	80	Spanish	37
Record collection	90, 91	Special students	96
Music Building	10	Special Training and Individual Courses	91, 92
Natural Science	60	Speeches, sophomore and junior	88
Fees for laboratory	99	Sports	39-45
New students, welcomed	82	Eligibility	84
Newspaper, college	81	See also Physical Education	
Nurse, provided	97	Statistics	26
Nursing preparation	19	Student activities, eligibility for	82-84
Organ, study of	58	Fee	97
Lesson and practice fees	99	Student Affairs Board	82
Payments (see Fees)	99	Student Christian Association	82
Pets not allowed in rooms	100	Student Government Associations	82
Philosophy	60-63	College Union	12
of Education	30	Summer Session	92
of Religion	70	Dates of	6
Physical Education	39-45	Syllabi	91
Men	39-43	Teaching, practice	30
Women	43-45	Fee for	99
Teaching of	39-45	Thesis, senior	19, 91
Athletic Associations		Tool courses	14, 15-17, 32
Men's	79	Transfer students	96
Women's	79	Trigonometry	51
Physical examinations	39, 43, 95	Trustees, listed	104
Physics	63, 64	Dates of meetings of	6
Physiology	21	Tuition fee	96, 97
Piano, study of	56, 57	Typewriting	73
Lessons and practice fees	99	Rental fee for use of typewriter	99
Teaching of	56	Vacations, dates of	6
Play production	33	Dormitories closed during	100
Political Science	64-66	Vaccinations	39
Practice teaching	30	Voice, study of	57-58
Fee	99	Fees for lessons	99
Pre-dental course	19	Withdrawal required	94
Pre-law course	19	Women, required to live on campus	100
Pre-medical course	19	Work, for students	101
Standing of course	3	Yearbook	81
Psychology	66-68	Zoology	21
Public Speaking	33		
Publications, student	81		
Purposes of college, see Aims			





Forty-third Annual
Summer Session
Guilford College

June 1 to July 31, 1960

GUILFORD COLLEGE BULLETIN

VOL. LIII

February, 1960

No. 2



GUILFORD'S SPACIOUS LIBRARY

THE SUMMER SCHOOL PROGRAM

PURPOSE

The nine-week summer session is designed primarily for students who wish to continue their studies during the summer, and for teachers doing further work in their special fields. Through summer sessions, it is possible for students to complete the regular four-year degree program in three years.

Summer courses are taught by members of the college teaching faculty and have the same content as

courses taught during the regular academic year. The same high academic standards are maintained.

Required freshman courses are offered for those who wish to begin their college work in the quiet, intimate atmosphere of the summer session, and thus avoid the rush of the fall opening of school. These freshmen also benefit from the smaller classes, which permit greater individual attention.

CREDITS

Credits up to ten hours may be earned during the summer session. Guilford College is fully accredited by the Southern Association of Colleges and Secondary Schools and the Association of American Colleges and is on the approved list of the American Medical Association and the North Carolina State Department of Education.

EXPENSES

Tuition charges are \$15.00 per credit hour plus \$5.00 registration fee. Board and room are provided for \$13.50 per week. Women live in Founders Hall, men in English Hall, new men's dormitory. All fees are payable at registration. Veterans should present certificate of eligibility at registration.

CLYDE A. MILNER, A.B., A.M., B.D., PH.D., LL.D.
President of the College

J. CURT VICTORIUS, DR.POL.ECON. (HAMBURG)
Director of the Summer School

FACULTY

ALGIE INMAN NEWLIN, A.B., A.M., DR.SC.POL.
(GENEVA)

History

PHILIP W. FURNAS, A.B., A.M., PH.D.

English

GRADY E. LOVE, B.S., M.A., PH.D.

Education, Political Science

J. CURT VICTORIUS, DR.POL.ECON. (HAMBURG)

Economics, Geography

E. DARYL KENT, A.B., B.D., PH.D.

Philosophy

HAROLD M. BAILEY, A.B., M.ED.

Education

STUART T. MAYNARD, A.B., M.E.

Physical Education

DAVID B. STAFFORD, A.B., A.M., PH.D.

Sociology

CHAUNCEY B. IVES, B.A., LL.B., M.A., PH.D.

English

J. FLOYD MOORE, A.B., B.D.

Religion

BILL LEE YATES, A.B., M.E.

Acting Registrar

OSCAR MAURICE POLHEMUS, A.B., A.M., S.T.B., TH.D

Political Science

GERALD W. VANCE, A.B., S.T.B., A.M.

Psychology

LIGIA D. HUNT, B.A., M.A.

Spanish

MARY B. FEAGINS, A.B., M.A.

German

EVALEEN BROOKE JONES, A.B., M.A.

Mathematics

SCHEDULE OF COURSES

BUSINESS

- *BUSINESS 11—Typewriting (Elementary I). *Two credit hours*, M, W, F—8:00-10:00 p.m.
- *BUSINESS 12—Typewriting (Elementary II). *Two credit hours*, M, W, F—6:00-8:00 p.m.
- *BUSINESS 13—Shorthand Theory (Gregg Functional Method I), *Three credit hours*, M, W, F—6:00-8:00 p.m.
- *BUSINESS 14—Shorthand Theory (Gregg Functional Method II), *Three credit hours*, M, W, F—8:00-10:00 p.m.
- *BUSINESS 21—Advanced Shorthand and Typewriting—Transcription I. *Three credit hours*, M, W, F—6:00-8:00 p.m.

ECONOMICS

- *ECONOMICS 22—General Economics II. *Three credit hours*, M, W, F—6:00-8:00 p.m.
- *ECONOMICS 25—Elements of Accounting I. *Three credit hours*, M, W, F—7:00-10:00 p.m.
- *ECONOMICS 26—Elements of Accounting II. *Three credit hours*, M, W, F—7:00-10:00 p.m.
- ECONOMICS 32—International Economic Relations. *Three credit hours*, third period, 9:50-10:40 a.m.
- *ECONOMICS 41—Labor Economics. *Three credit hours*, M, W, F—8:00-10:00 p.m.

EDUCATION

- EDUCATION 21—The American Public School. *Three credit hours*, fourth period, 10:45-11:35 a.m.
- *EDUCATION 21—The American Public School. *Three credit hours*, M, W, F—8:00-10:00 p.m.
- EDUCATION 35—Measurement and Evaluation in Education. *Three credit hours*, third period, 9:50-10:40 a.m.
- EDUCATION 40—Observation and Directed Teaching, *Three credit hours*.
- PSYCHOLOGY 32—Educational Psychology. *Three credit hours*, fourth period, 10:45-11:35 a.m.
- *PSYCHOLOGY 32—Educational Psychology. *Three credit hours*, M, W, F—8:00-10:00 p.m.

ENGLISH

ENGLISH 11—English Composition I. *Three credit hours*, third period, 9:50-10:40 a.m.

ENGLISH 12—English Composition II. *Three credit hours*, fourth period, 10:45-11:35 a.m.

*ENGLISH 17—Public Speaking. *Three credit hours*, M, W, F—6:00-8:00 p.m.

ENGLISH 21—Survey of Western World Literature. *Three credit hours*, third period, 9:50-10:40 a.m.

*ENGLISH 21—Survey of Western World Literature. *Three credit hours*, M, W, F—8:00-10:00 p.m.

ENGLISH 23—American Literature. *Three credit hours*, fourth period, 10:45-11:35 a.m.

GEOGRAPHY

GEOGRAPHY 14—Regional Geography, for majors in Economics and Elementary Education. *Three credit hours*, fourth period—10:45-11:35 a.m.

GERMAN

GERMAN 13-14—Intermediate German. *Six credit hours*, first and second periods, 8:00-9:45 a.m.

HISTORY

HISTORY 21-22—The History of the United States. *Six credit hours*, first and second periods, 8:00-9:45 a.m.

MATHEMATICS

*MATHEMATICS 12—College Algebra II. *Three credit hours*, M, W, F—8:00-10:00 p.m.

MATHEMATICS 13-14—Freshman Mathematics. *Six credit hours*, first and second periods, 8:00-9:45 a.m.

*MATHEMATICS 15—Trigonometry. *Three credit hours*, M, W, F—6:00-8:00 p.m.

PHILOSOPHY

PHILOSOPHY 41-42—A Survey of Religious and Philosophical Thought. *Six credit hours*, first and second periods, 8:00-9:45 a.m.

PHYSICAL EDUCATION

PHYSICAL EDUCATION SERVICE COURSE—*One credit hour* (to be scheduled)

*PHYSICAL EDUCATION SERVICE COURSE—*One credit hour*, Tues, Thurs—7:00-9:00 p.m.

- *PHYSICAL EDUCATION 15—Personal Hygiene. *Three credit hours*, M, W, F—8:00-10:00 p.m.

POLITICAL SCIENCE

POLITICAL SCIENCE 11—Principles of Political Science. *Three credit hours*, fifth period, 11:40-12:30 p.m.

POLITICAL SCIENCE 12—American Government: National. *Three credit hours*, fourth period, 10:45-11:35 a.m.

- *POLITICAL SCIENCE 12—American Government: National. *Three credit hours*, Tues., Thurs.—7:00-10:00 p.m.

PSYCHOLOGY

PSYCHOLOGY 21—General Psychology. *Four credit hours*, fifth period, 11:40-12:30 p.m. (Laboratory to be scheduled)

PSYCHOLOGY 31—Personnel Psychology. *Three credit hours*, Tues., Thurs.—7:00-10:00 p.m.

PSYCHOLOGY 32—Educational Psychology. *Three credit hours*, fourth period, 10:45-11:35 a.m.

- *PSYCHOLOGY 32—Educational Psychology. *Three credit hours*, M, W, F—8:00-10:00 p.m.

RELIGION

RELIGION 35—The Development of Religion in the Bible I. *Three credit hours*, third period, 9:50-10:40 a.m.

RELIGION 36—The Development of Religion in the Bible II. *Three credit hours*, fourth period, 10:45-11:35 a.m.

SOCIOLOGY

SOCIOLOGY 20—The Social Sciences—Introductory. *Three credit hours*, fourth period, 10:45-11:35 a.m.

- *SOCIOLOGY 20—The Social Sciences—Introductory. *Three credit hours*, M, W, F—8:00-10:00 p.m.

SOCIOLOGY 28—Industrial Sociology. *Three credit hours*, third period, 9:50-10:40 a.m.

SPANISH

SPANISH 13-14—Intermediate Course. *Six credit hours*, first and second periods, 8:00-9:45 a.m.

*Taught at Greensboro Division.



PROPOSED RELIGIOUS EDUCATION-AUDITORIUM-MUSIC BUILDING

GUILFORD COLLEGE

THE SOUTH'S OLDEST COEDUCATIONAL COLLEGE

Nestled in the gently rolling Piedmont Plateau, the beautiful Guilford College campus has a special charm in summertime. Its grounds and buildings are shaded by groves of giant oak and hickory trees, and cool shadows defy the warmest sun. Guilford was founded in 1837 and in 1962 will celebrate the completion of 125 years of uninterrupted educational service.

This pleasant setting provides a relaxed atmosphere for study during the annual Summer School. The suburban village of Guilford College, self-sufficient with up-to-date shopping district, is adjacent to the campus. The New Garden Meeting of Friends, on campus, offers a place of worship near at hand. Only a few minutes bus ride to the east, along Friendly Road, lies Greensboro, with churches of nearly

every denomination, and every cultural and shopping advantage of an urban center.

Guilford College, operated by the Society of Friends (Quakers), is in practice non-sectarian, welcoming students of every denomination. Emphasis has been placed on the College Library which offers many quiet nooks for study and research.

A favorite summertime recreation area is the campus lake, with swimming, boating, and picnic facilities. Nearby are eight asphalt tennis courts and a paved outdoor game area lighted for night use.

Guilford College summer school students enjoy a full, well-organized program of extra-curricular activities. Social events are carefully planned by student committees, and every effort is made to appeal to students of all inclinations.

THE PROPOSED RELIGIOUS EDUCATION- AUDITORIUM-MUSIC BUILDING

The spacious auditorium of the handsome building pictured on the opposite page, providing seats for one thousand, will make it possible for Guilford's educational, religious and musical programs to have a new and greater effectiveness.

Stage facilities will enable the college dramatic department to plan and stage productions of a wide variety not heretofore possible, and artists of national note may be invited to give performances that will increase the students' understanding and appreciation of dramatic and musical entertainment.

In the wing to the left, facilities for the Department of Religion will enhance the undergraduate and gradu-

ate programs already actively under way. Guilford is the only Quaker college offering graduate courses in religion leading to the master's degree and designed to train leaders for the Society of Friends.

The Department of Music will be housed in the wing to the right. The college choir, which is noted throughout the eastern United States for its outstanding ability, will be able to embrace an even greater number of students than at present. In addition, special rooms for voice and instrumental practice will assure training of the highest quality for those who are majoring in music.

THE GREENSBORO DIVISION

The Greensboro Division of Guilford College, now in its twelfth year, offers instruction in a spacious new building made possible by the wisdom and generosity of Greensboro's civic, business and industrial leaders. This division maintains the same high academic standards that have placed Guilford College in its respected position among Southern educational institutions.

In addition to the college credit courses listed in this bulletin, the Greensboro Division of Guilford College will offer a full semester's work in high school and business education courses during the nine-week summer session. For complete information about the Greensboro Division, call or write:

DR. GRADY E. LOVE, *Director*

Greensboro Division of Guilford College
501 West Washington Street, Greensboro, N. C.
Telephone BR 5-5395



For further information write to:

DR. CLYDE A. MILNER

President of the College

GUILFORD COLLEGE, NORTH CAROLINA

Guilford College Bulletin

Published Monthly by

GUILFORD COLLEGE

Entered at Greensboro, N. C., as second-class matter
under the Act of Congress, August 24, 1912

VOL. LIH

February, 1960

No. 2

